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ABSTRACT

This manual is designed for all adult education staff in the Cleveland Heights-Univesity Heights (Ohio) Public Schools who have worked in adult education for 1 year or less. It is intended to help staff participants develop an introduction to knowledge, skills, and approaches for working with adult learners. Contents include literacy statistics, the Ohio Department of Education program plan for adult basic education, and common acronyms in adult education. The following materials are provided in a section on the profile of the adult learner: characteristics of adult learners, motivating factors in the teaching of adults, and the environment for teacher adults. The next section contains techniques and activities that can be implemented in multilevel groups and lab format classes. Lesson plans illustrate effective procedures in adult basic education teaching. They include English as a Second Language, General Educational Development (GED), basic skills, and pre-GED. Each lesson plan details subject/topic, objectives, materials, format/procedures, and evaluation. Other sections contain the following: checklists that provide instructors with the necessary sequence of skills that should be mastered in the major curriculum areas; descriptions of tests that can be used to assess students; information on choosing materials; classroom management forms; information on ERIC; a list of videotapes for the classroom; information for potential GED applicants; and a code of ethics for volunteer tutors. (YLB)

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A MANUAL FOR NEW TEACHERS IN ADULT BASIC EDUCATION

GREATER CUYAHOGA COUNTY CONSORTIUM
June, 1992

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A MANUAL
FOR
NEW TEACHERS
IN
ADULT BASIC EDUCATION

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This manual for new teachers was made possible through a Section 353 Demonstration Training Grant from the Ohio Department of Education, Adult and Community Education Section.

Recognition and appreciation are extended to the members of the Cuyahoga County Consortium Planning Committee for their innovative lesson plans, valuable assistance and insightful planning.

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APPRECIATION

Special appreciation is extended to Jo Leftwich, ABE consultant, for her on-going support and encouragement throughout this project.

TABLE OF CONTENTS

Cover Sheet	Page #
New Teacher Orientation Introduction	1
Literacy Statistics	2
Ohio Department of Education Program Plan for Adult Basic Education	6
Acronyms	12
Profile of the Adult Learner	15
Techniques and Activities	22
Lesson Plans	38
Checklists	51
Assessment	64
Materials	68
Classroom Management	75
Additional Information	82
ERIC	83
Videotapes	88
GED	90
Key Organizations	93
Volunteers	94

NEW TEACHER ORIENTATION INTRODUCTION

This manual is designed for all adult education staff who have worked in adult education for one year or less.

The purpose of this manual is to help staff participants develop an introduction to knowledge, skills and approaches for working with adult learners.

The orientation is designed to help staff know each other and establish a basis for future networking and collaboration problem-solving. We encourage staff throughout orientation to reflect on ways to adapt the different techniques, ideas and lesson plans to their classroom situations. We recommend a learning-centered participatory approach to teaching and training. The best resource for adult education staff is each other.

LITERACY STATISTICS

Being aware of current statistics on literacy is essential for new teachers so that as instructors, volunteers and aides we have an on-going appreciation and understanding of the problem and its magnitude.

ADULT EDUCATION IN THE UNITED STATES

The Need

Twenty - Thirty million adults (a conservative estimate) have serious problems with basic skills. They cannot read, write, calculate, solve problems, or communicate well enough to function effectively on their jobs or in their everyday lives.

Three - four million Americans have limited proficiency in English.

The Supply

Major federal funding sources:

The U.S. Department of Education
$162 million (Adult Education Act)

The U.S. Department of Labor
(Job Training and Partnership Act -- JTPA)

The U.S. Health and Human Services
JOBS (Welfare)

Provide services for three million people who enroll in basic skills programs per year.

A PROFILE OF ADULT LEARNERS ENROLLED IN THESE PROGRAMS
(1988 U.S. DOE Statistics)

By Sex	
46%	Male
54%	Female

By Race/Ethnic Background	
39%	White
32%	Hispanic
17%	Black
11%	Asian
1%	Native American

In 1988, 65 percent (2 million people) were Level I (Basic Skills/ESL) participants and 35 percent (1 million people) were Level II (adult secondary) participants upon entering the adult education programs.

(Statistics from Jump Start: The Federal Role in Adult Literacy, Chisman, 1989, and Vital Statistics: Who is Served by the Adult Education Program, 1990, U.S. DOE)

ADULT EDUCATION IN OHIO

The Statewide Need

2,078,014 adults don't have a high school diploma.

700,000 recent immigrants.

The Statewide Supply (for program year 1990)

$12,047,688 in state and federal funds enabled over 131 agencies in 88 counties (community colleges, public school systems, community-based organizations, libraries, jails, workplace sites) to provide literacy and basic skills services to 95,476 adult learners. Each year the number of adults accessing adult literacy programs increases.

A PROFILE OF OHIO ADULT LEARNERS
(in DOE funded program, 1990)

By Sex	By Age	By Population Group
56% female	83% 16-44	68.6% White
44% male	14% 45-59	5.2% Hispanic
	3% 60+	21.0% African American
		4.9% Asian
		.4% Native American

17,821 earned a GED

79.3% Pass Rate

OHIO 1980 CENSUS DATA (Revised)
Persons 25 years of age and over

Code:

* = Less than eight years of school completed

= Less than twelve years of school completed

Source: General Social and Economic Characteristics: Ohio, U.S. Department of Commerce: Bureau of Census, 1980, Table 175, Educational Characteristics for Counties, August, 1983.

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OHIO DEPARTMENT OF EDUCATION
PROGRAM PLAN FOR ADULT BASIC EDUCATION
FISCAL YEARS 1990 - 1993

EXECUTIVE SUMMARY

OHIO DEPARTMENT OF EDUCATION
PROGRAM PLAN FOR ADULT BASIC EDUCATION
FISCAL YEARS 1990-1993

EXECUTIVE SUMMARY

GEOGRAPHIC AREA IMPACTED: Statewide

ELIGIBLE POPULATION: Undereducated adults who:

A. lack sufficient mastery of basic educational skills necessary for literate functioning;
B. do not have a certificate of graduation from a school providing secondary education or who have not achieved an equivalent level of education;
C. are not proficient in the use of the English language; and
D. are not subject to compulsory school attendance under state law.

NEED FOR THE PROJECT: To establish, expand, and improve adult education programs and services to:

A. educationally disadvantaged adults who demonstrate basic skills equivalent to or below that of students at the fifth grade level (estimated at 150,000-200,000);
B. adults who have not completed eight years of education (estimated at 440,000);
C. adults who have not completed twelve years of education (estimated at 2,200,000); and
D. adults who have limited proficiency in the use of the English language (estimated at over 45,000).

PURPOSES OF THE PROJECT: To address the three major purposes of the Adult Education Act, that is, to:

A. enable undereducated adults to acquire the basic educational skills necessary for literate functioning;
B. provide these adults with sufficient basic education to enable them to benefit from training and retraining programs and to obtain and retain productive employment; and
C. enable adults, who so desire, to continue their education to at least the level of completion of secondary school.

SERVICE POPULATIONS AND GOALS: Statewide program goals are based on the identified needs of the general population in the state as well as the particular educational needs of selected special populations. These special populations include immigrants, the incarcerated, the handicapped, the unemployed, the homeless, adult migrant farmworkers, the disadvantaged, minorities, and public assistance recipients. Major goals were established in the following areas:

A. expanding services to those identified in the needs assessment;
B. increasing the educational, social, and economic impact of the program;
C. developing and implementing a family literacy component;
D. increasing the number of locations and participants served in workplace literacy programs;
E. continuing to implement and conduct staff development and special demonstration projects; and
F. increasing interagency planning, implementation, and evaluation of project activities.

Adopted goals will be used to develop a statewide program in which significant portions of educationally disadvantaged adults in the state will be served in the most effective manner possible.

PROGRAM ACTIVITIES AND WHO WILL PERFORM THEM: Approximately 120 full-time, 1,500 part-time adult education personnel, and over 3,500 trained and supervised volunteers will deliver the following essential programs and services to over 75,000 adults annually:

A. student recruitment and program promotion activities;
B. counseling and other support services;
C. direct instruction using different teaching approaches in a variety of educational settings;
D. a regular program of training for paid staff and volunteers on the state and local level; and
E. assessment and referrals to advance educational and training programs.

EVALUATION OF LOCAL PROJECT ACTIVITIES: A variety of internal and external strategies will be used to evaluate the activities of approved projects. These will include:

A. team reviews of selected projects;
B. individual consultant's reviews;
C. preparation of annual performance reports; and
D. periodic assessment of goal achievement during the plan period.

PAST ACCOMPLISHMENTS AND OBJECTIVES MET: During the period of the last state plan (1986-1988), there was: (1) an increase in the number and percentage of program participants who were functioning at less than the equivalent of a fifth year level of education; (2) an increase in the number of participants who completed preparation for, and passed the General Educational Development Test; (3) 17,846 persons who enrolled in advanced training programs; (4) 15,322 persons who secured new employment; (5) 6,777 who obtained a better job; (6) 6,622 who were removed from public assistance; (7) 1,317 who received U.S. citizenship; and (8) 13,056 who registered or re-registered to vote.

PROPOSAL REVISIONS WHICH WILL IMPROVE PROGRAM: Greatly expanded provisions for joint planning and coordination with a wide range of related services conducted by other relevant federal and state programs including vocational education and job training, rehabilitation services, immigration and naturalization services, higher education, volunteer services, welfare, library services, community development, parent education and homeless assistance programs. The criteria and process for conducting special demonstration and teacher training projects have been modified.

ADMINISTRATION: The Ohio Department of Education
Division of Educational Services
Adult and Community Education Section
65 South Front Street, Room 811
Columbus, Ohio 43266-0308
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Assistant Director of Education Services, Ohio Department of Education

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Michael Jones
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David Smith

102D CONGRESS
1ST SESSION

H. J. RES. 279

IN THE SENATE OF THE UNITED STATES

JULY 10 (legislative day, JULY 8), 1991

Received

JOINT RESOLUTION

To declare it to be the policy of the United States that there should be a renewed and sustained commitment by the Federal Government and the American people to the importance of adult education.

Whereas a well educated citizenry is the foundation of democracy, the people of all ages should use every means available to gain knowledge and skills;

Whereas the Adult Education Act offers educational opportunities for out-of-school adults age 16 and older who lack the literacy levels needed for effective citizenship and productive employment;

Whereas the Adult Education Act serves adults who need to acquire basic and life skills, to continue their education through secondary school, and to attain literacy levels required to secure employment or occupational training;

Whereas the Adult Education Act puts special emphasis on such adult populations as the incarcerated, individuals of limited English proficiency, adults with disabilities, adult immigrants, the chronically unemployed, homeless adults, the institutionalized, and minorities;

Whereas the Adult Education Act has provided adult basic, adult secondary, and English-as-a-Second-Language instruction to over 40,000,000 men and women since 1966;

Whereas the Adult Education Act has initiated programs located throughout the 57 States and territories, in urban, suburban, and rural settings;

Whereas the Adult Education Act encourages the participation of over 94,000 volunteers who selflessly devote their time to educating adults in need of literacy instruction;

Whereas the Adult Education Act supports the national goal that every adult American will be literate and will possess the knowledge and skill necessary to compete in a global economy and exercise the rights and responsibilities of citizenship;

Whereas the Adult Education Act reinforces the principle that we are a nation of students and recognizes that learning is a lifelong process;

Whereas on November 3, 1966, the Adult Education Act was signed into law; and

Whereas the Congress supports the Adult Education Act's goal of educating adults so that they can lead fulfilling, more productive lives: Now, therefore, be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

That it is the policy of the United States that—

(1) the 25th anniversary of Federal aid to improve the basic and literacy skills of adults through the Adult Education Act should be recognized and observed by the Nation; and

(2) there should be a continued commitment to Federal aid for educating adults through the Adult Education Act in order to increase adult literacy and assure a productive workforce and a competitive America in the 21st century.

Passed the House of Representatives July 9, 1991.

Attest: DONNALD K. ANDERSON,

Clerk.

ACRONYMS

Understanding adult basic education acronyms will further enlighten instructors to the most frequently used terms in ABE as well as provide a list of available resources.

COMMON ACRONYMS IN ADULT EDUCATION

AAACE	American Assoc. for Adult & Contuing Education
ABE	Adult Basic Education
ABLE	Adult Basic Learning Exam
ADC	Aid to Dependent Children
ADP	Adult Diploma Program
QT	Armed Forces Qualification Test
AGM	Associated Grantmakers
APL	Adult Performance Level
ASAP	As Soon As Possible
ASE	Adult Secondary Education
BCEL	Business Council on Effective Literacy
BEST	Basic English Skills Test
CAEL	Clearinghouse on Adult Education & Literacy
CASAS	Comprehensive Adult Student Assessment System
CASAS/READ	CASAS Adult Life Skills -- Reading
CASAS/LISTEN	CASAS Adult Life Skills -- Listening
CAT	California Achievement Test
CBE	Competency Based Education
CBO	Community Based Organization
CC	Community College
CDBG	Community Development Block Grant
CHOC	County House of Corrections
CWA	Council on World Affairs
DET	Department of Employment and Training
DOE	Department of Education
DPW	Department of Public Welfare
EDP	External Diploma Program
ELA	Eligible Legal Aliens
EMR	Educable Mentally Retarded
EOCD	Executive Office of Communities and Development
EOL	Executive Office of Labor
ESL	English as a Second Language
ESLOA	English as a Second Language Oral Assessment
ESOL	English for Speakers of Other Languages
GA	General Assistance
GED	General Educational Development
IEP	Individual Educational Profile
ILG	Interagency Literary Group
INS	Immigration and Naturalization Service

COMMON ACRONYMS IN ADULT EDUCATION, continued

IRLI	Immigration Reform Languages Issues Network
JOBS	Job Opportunities & Basic Skills Training Program
JTPA	Job Training Partnership Act
LD	Learning Disabled
LEP	Limited English Proficiency
LVA	Literacy Volunteers of America
NAEP	National Assessment of Education Progress
NIRCF	National Immigration, Refugee & Citizenship Forum
OAACE	Ohio Association for Adult & Continuing Education
ODHS	Ohio Department of Human Services
OLN	Ohio Literacy Network
ORI	Office for Refugees and Immigrants
PIC	Private Industry Council
READ	Reading Evaluation Adult Diagnosis
REB	Regional Employment Board
REF	Request for Funding
RFP	Request for Proposal
SAC	School and Aging Certification
SDA	Service Delivery Area
SEA	State Educational Agency
SLIAG	State Legalization Impact Assistance Grant
SPL	Student Performance Level
TABE	Tests of Adult Basic Education
TAG	Targeted Assistance Grant
TESOL	Teaching English as an Other Language
TOEFL	Test of English as a Foreign Language
USDOE	U.S. Department of Education
VISTA	Volunteers in Service to America
WIC	Women, Infants and Children
WPED	Workplace Education
WRAT	Wide Range Achievement Test

PROFILE OF THE ADULT LEARNER

A recent survey indicated that more adult basic education teachers, by two-to-one, have had teaching experience in the elementary level rather than the secondary level. As a result, teaching adults can be intimidating for many of these instructors.

The orientation includes the characteristics of the adult learning guidelines, motivating factors in the teaching of adults, and awareness techniques in serving the adult population.

CHARACTERISTICS OF ADULT LEARNERS

Consideration and understanding of basic differences between children and adults as learners are most important in providing meaningful educational experiences for the mature learner. As a general rule, adults differ from children in experience, life-style, and physical requirements for learning. Their interests. habits, and attitudes are set to a greater extent than those of children. Adults are more rigid and less receptive to change, yet they know better what they want and expect from their education. A very important distinction is that, unlike children, adults have the freedom to discontinue their education at any time.

Although the "typical" adult learner probably does not exist, there are certain characteristics which many adult students have in common. These generalized characteristics of adult learners, with implications for teaching, are discussed below.

SELF-CONFIDENCE
Adult students may be easily discouraged. In many cases, they come to the learning situation with a long history of failure in academic areas. Adult students may have anxiety and inferior feelings about their academic ability. They see no real reason why this attempt at school should be different from all the others. They are almost expecting to fail again. Failing in a learning situation will compound an already strong fear of failure and impose a strong barrier to learning. Repeated failures in learning will often cause students to drop out.

GOALS
Adult learners usually have a definite goal upon entering an educational program. They attend class sessions because they want to meet their own specific learning goals. They attend voluntarily and will leave a setting which they feel is not suited to their needs.

Adult students who are economically motivated recognize that the skills they acquire will enable them to achieve the economic goals they have set for themselves. Adult students who are economically motivated generally fall into two groups: (1) those who are unemployed and are looking for jobs, and (2) those who are currently employed and want advancement in the jobs they hold.

RESULTS
Adult students want to see immediate progress toward their goals. They need to see evidence of their efforts. They are intolerant of busywork which does not have direct and immediate application to a desired goal. Often it will be found that a student's goals are overly ambitious or too long-range.

MOTIVATION
Motivation is a basic element of learning. It is motivation that moves a person toward a goal. Adult students often lack strong motivation in academic affairs because of past failures. Although they have motives strong enough to prompt their entry into an educational program, they are easily discouraged and frequently exhibit a negative attitude toward learning because of past failures. The adult may enroll in an educational program to pursue a goal only to drop out because of insufficient motivation to see it through.

EGO DEFENSE
Many adults develop strategies to conceal their lack of education. The higher the degree of undereducation, the more likely the adult is to attempt to hide it.

VARIED EXPERIENCES
Adults have the advantage of being able to relate new information to a variety of past experiences. Their diverse experiences provide insights and make possible understanding of relationships not discerned by children. This gives the adult a different perspective on life, a sense of what is likely to work and what is not.

NEEDS STATUS
Adult students have generally not attained the status levels to which they aspire. They need to be treated as persons of dignity and worth.

PRIVATION
Many adult students suffer from some form of privation. Economic, social and cultural factors, among others, could raise barriers to learning.

PSYCHOLOGICAL BARRIERS
Some students have psychological barriers which stem from past experiences in school. Some students suffer from fear of school itself, fear of failure in school, fear of being tested, fear of public awareness of their failure, fear of ridicule by the teacher or classmates because they might be slower than others, or fear of being rejected by the teacher or classmates because of inferior clothing. Students may be ashamed of poor speaking ability or inability to attend class regularly. Also quite common is fear of the unknown -- of what might take place in the school setting.

RESEARCH ON
ADULT BASIC EDUCATION

WHAT MOTIVATES ADULTS TO PARTICIPATE IN THE FEDERAL ADULT BASIC EDUCATION PROGRAM?

Understanding the motivations of ABE participants is important for three major reasons. First, the federal legislation guiding ABE requires each state to document the needs of learners and to demonstrate how those needs are being met. Second, by understanding the motivations of ABE students, teachers and administrators will be better able to design programs responsive to students' needs. Third, the ever increasing emphasis on job-related skills has become so intense in recent years that adult basic education administrators and policy-makers might lose sight of the fact that ABE programs always have had -- and hopefully always will have -- the capacity to meet a variety of needs, some of which are vocational and some of which are not.

Ten Factors of Motivation:

1. Educational Advancement
2. Self-Improvement
3. Literacy Development
4. Community and Church Involvement
5. Economic Need
6. Family Responsibilities
7. Diversion and Enrichment
8. Job Advancement
9. Launching into a New Life
10. Urging of Others

Conclusions

Primarily the motivations speak of the aspirations of ABE students and about the ways in which they want to put literacy and education to work in their lives.

Thomas Valentine
University of Georgia

The research project on which this summary is based was funded under section 353 of the Adult Education Act. The project was directed by Jane Sellen of Western Iowa Tech and managed by John Hartwig of the Iowa Department of Education. The research itself was designed and implemented by Hal Beder of Rutgers University and Thomas Valentine of the University of Georgia. The full research report is available through the ERIC Document Reproduction Service under the call number ED 290 048. For more information, write to:
Dr. John Hartwig, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146

RESEARCH ON
ADULT BASIC EDUCATION

What Motivates Non-English-Speaking Adults to Participate in the Federal English as a Second Language Program?

Each year, thousands of immigrants view the learning of English as an important first step toward achieving their personal aspirations. The information here represents an attempt to better understand the motivations of ESL students for learning English.

Seven Factors of Motivation for Learning English

1. Self-Improvement Through Social Integration
2. Helping Children
3. Employment Benefits
4. Improved Functioning
5. Empowerment
6. Reading and Writing Skills
7. Contribution to Native Land

Conclusions

These motivations can serve to remind program planners and ESL teachers of the diverse ways in which students hope to use English to better their lives and the lives of their families

Thomas Valentine
University of Georgia

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Des Moines, Iowa 50319-0146

RESEARCH ON
ADULT BASIC EDUCATION

Why Some Eligible Adults Choose Not to Participate in the Federal Adult Basic Education Programs

There are four basic reasons why eligible adults choose not to participate in ABE. Those basic reasons, or factors, are as follows:

1. Low Perception of Need. The majority of statements comprising this factor suggest a fundamental lack of belief in the ability of education to improve the nonparticipants' lives. Typical statements include "A high school diploma wouldn't improve my life," "I don't think I could use the things I would learn in school," "Going back to school wouldn't make me any smarter," and "I don't need a diploma."

2. Situational Barriers. The second factor illustrates the competing demands on an adult's time. The reasons for nonparticipation included here are "I don't have enough free time to go back to school," "I have to take care of my family," and "I have too many conflicts at work to go back to school."

3. Perceived Effort. The third factor relates to a perception that school is too dificult for these nonparticipants. Statements which support this interpretation are "I don't think I am smart enough to go back to school," "School is too hard," and "It would take me too much time to finish high school." Overall, the statements included in this factor suggest a belief that these individuals lack the resources -- intelligence, money, time, social support -- to succeed in ABE.

4. Dislike for School. The fourth factor -- which had an overall rating substantially lower than the other three -- suggest a simple dislike for school. The two statements that best express this factor are "I just don't like school," "I didn't like school so I don't want to go back."

Thomas Valentine
University of Georgia

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Dr. John Hartwig
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

ENVIRONMENT FOR TEACHING ADULTS

1. Frequent breaks -- stretch every 1½ hours.
2. Learn participants' names.
3. Reference remarks -- "Mary, it sounds like your experience is similar to Sue's."
4. Check room temperature.
5. Don't act the expert. When challenged, ask "Who shares this question?" "Who has an answer for this question?"
6. Encourage participants to get acquainted and network with one another, since their relationships on the job will last much longer than trainer/trainee relationship.
7. Listen carefully to complaints and ask what would improve training.
8. Remind participants that with this limited time, training is the "tip of the iceberg" of the knowledge and skills they need to learn and integrate. Training cannot be all things to all people.

TECHNIQUES AND ACTIVITIES

These techniques and activities can be implemented in multi-level groups and lab format classes. They have been previously tried and have been very well received by adult learners.

Writing Technique

Communication in Writing

Step 1: Form dyads (pairs)

Step 2: Each person will be given a diagram to study. Cover the diagram so that no one else can see it.

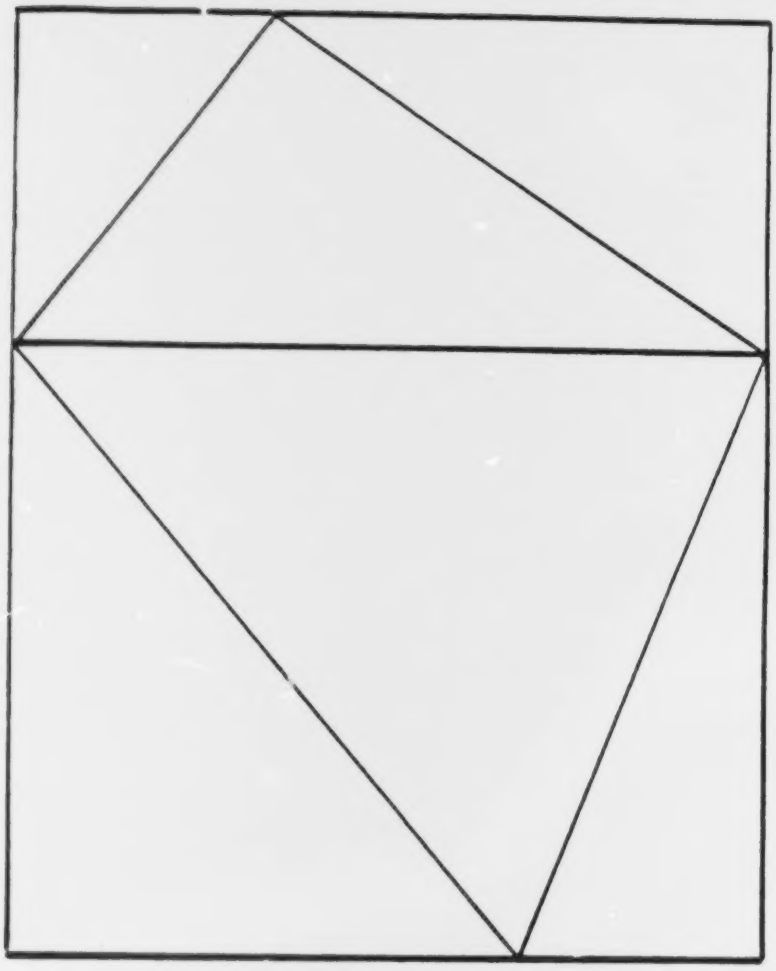
Step 3: Give exact directions in drawing the diagram exactly, so that your partner will be able to draw an exact facsimile of the diagram. (Partners must not have the same diagram.)

Step 4: Exchange written directions with your partner and proceed to draw your partner's diagram.

Step 5: Compare the actual diagram and your drawing.

Step 6: Discuss significance and importance of using clear and precise vocabulary as well as difficulties of using unfamiliar vocabulary.

DIAGRAM A



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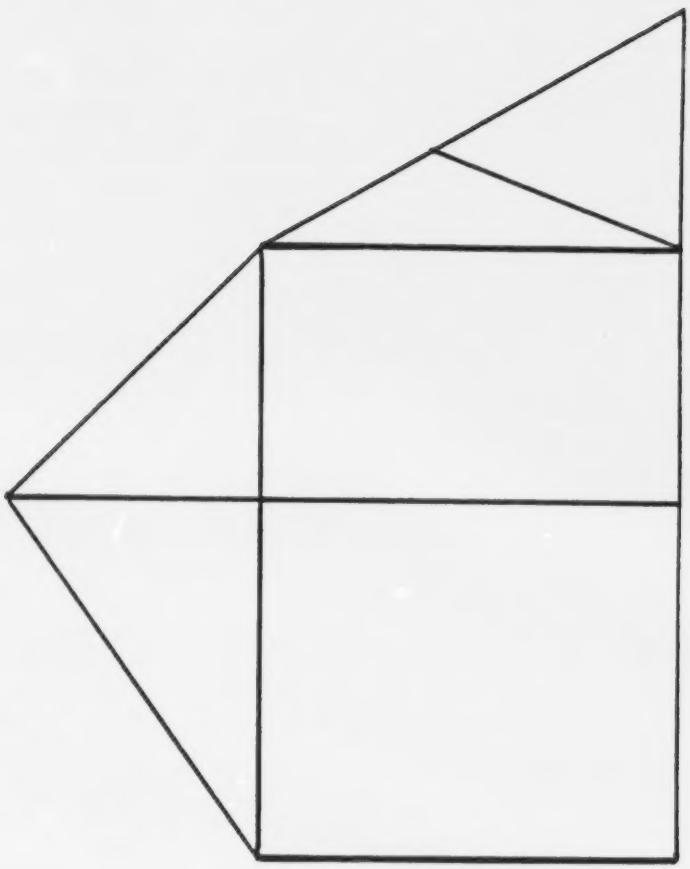

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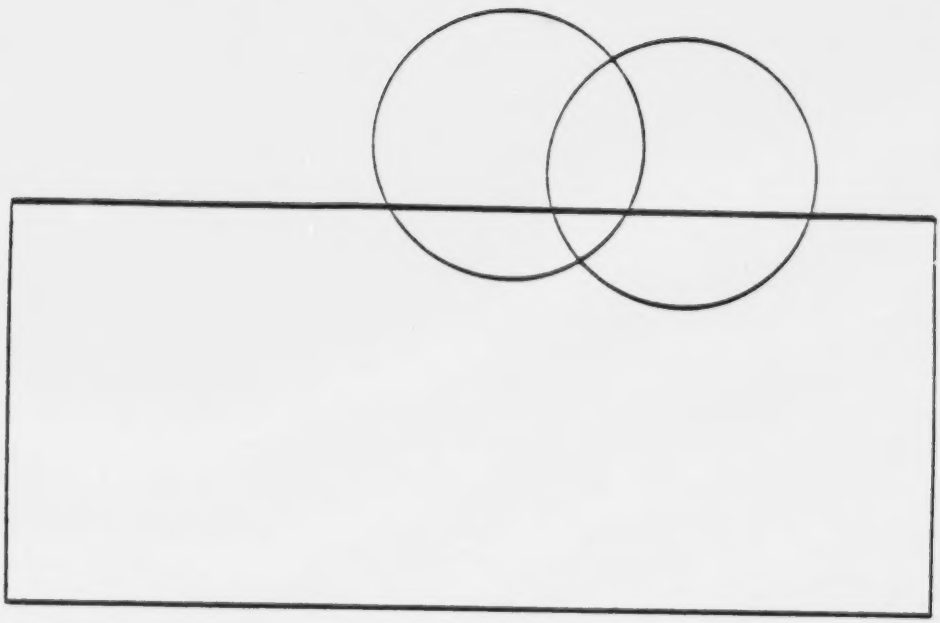

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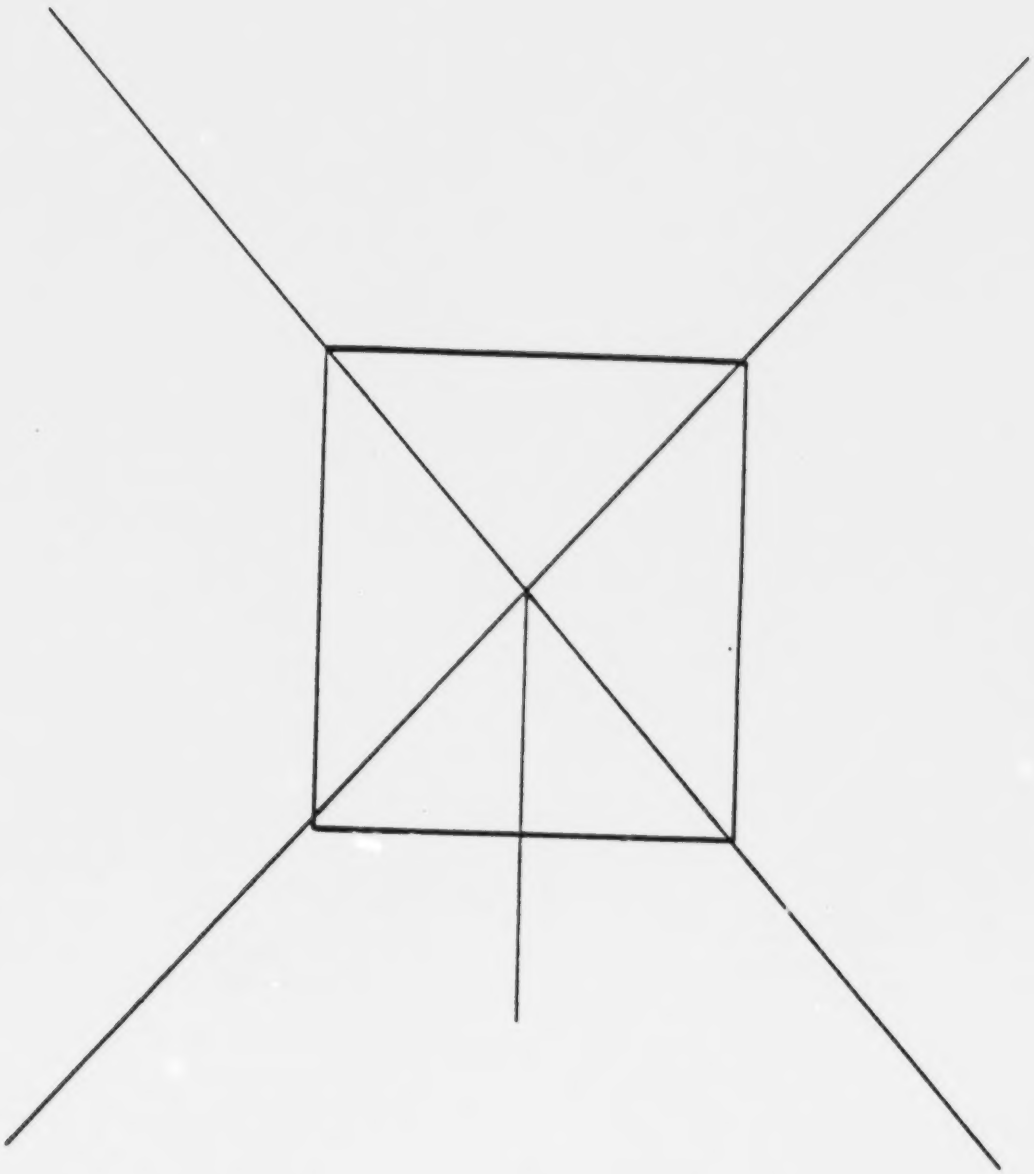
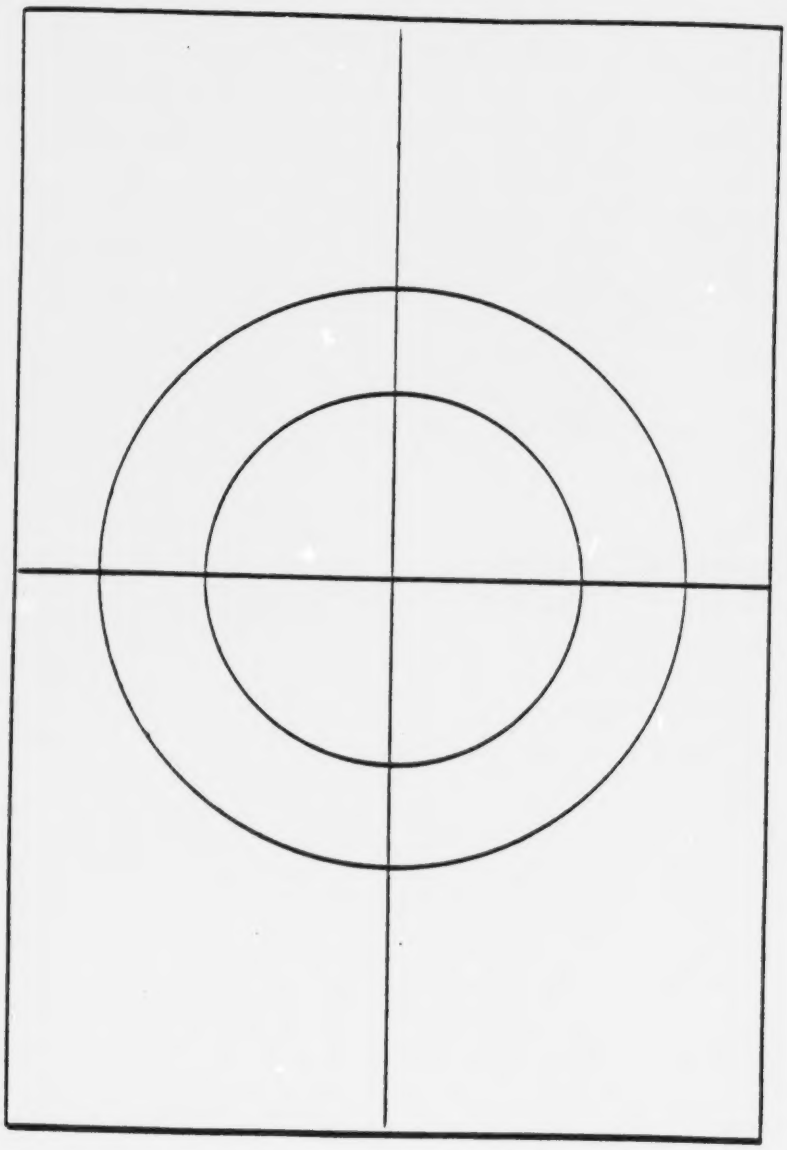


DIAGRAM E



INFORMATION GAP: TWENTIETH CENTURY TIME LINE

Purpose

This is an activity for advanced ESL students (particularly if studying for citizenship,) or for GED learners studying for the GED test. The example used in this activity is related to events in the 20th century, but the activity could be adapted to any time period and any level of student.

Step 1:

Explain that this is an activity which reviews some of the events in U.S. history that the class has been studying over the last week. Prepare the "learners" for the activity by giving each a copy of Handout 44A, the complete time line. Guide learners in reading the time line by asking "wh" questions ("What happened in 1945?) Ask personal questions related to the events: "Where were you when the astronauts walked on the moon? Were any members of your family involved in the Vietnam War? What important events do you remember that sould be added?"

Step 2:

Divide learners into pairs. (You may have to be a member of a pair.) Give 44A to one member of a pair, and 44B to the other member. Explain the instructions.

Step 3:

Allow five minutes for pairs to fill out their respective sheets. Then ask pairs to compare their sheets with one another to check that each was filled in accurately. Have learners ask each other questions related to the time line (either personal or factual.)

Step 4:

Discuss some of the follow-up activities which you can do with this activity:

1. Do a sequencing activity by writing each event on a strip of paper and arranging strips in correct order.

2. Think about the effect of the event. If this had not happened, how might it have changed the world in which we live? Ask each pair to pick an event and write a scenario describing what happened without that event.

3. Why did this happen? Research and discuss some of the events that led up to it.

4. Think about which of these events (or other important event within the same time period) has most affected you, the learner. Write a paragraph describing how this event influences your life.

TH IS AN EXAMPLE OF A SIXTIES TIME LINE

1960 U-2 spy plan shot down over Soviet territory

1962 Cuban missile crisis

1963 JFK assassina ed

1965 California gr e strike begins

1968 Martin Luther ing, Jr. assassinated
RFK assassina ed
Nixon electec resident

1969 Walk on moon

36

PROBLEM-SOLVING CHART

Purpose: This is a small-group activity for intermediate to advanced level ABE and ESL learners. It gives practice in learning newspaper abbreviations and using the newspaper want ads to find an appropriate apartment. It also teaches and/or reinforces the skill of making charts to solve a particular problem. In this example, a page from a real newspaper has been used, but the activity could be adapted for more beginning learners by making up ads with fewer abbreviations.

Step 1: Choose someone in this group to act as a person who is looking for a new apartment in Cambridge or Somerville, and the rest of the group are friends who are helping the person find the perfect apartment. Ask the person to name the features s/he would like to have in this apartment, such as number of rooms, desirable price, extras like washer and dryer, parking, utilities, etc. List these on a piece of paper as the person talks.

Step 2: Ask the person to prioritize the items by importance; i.e., to indicate those items which are not negotiable. For example, a person may have an upper limit of $700 to spend but may not care if it includes free parking, or is in Cambridge rather than Somerville. Rank the items.

Step 3: Guide the group in making a chart which includes the top 5-6 ranked items on the list. Suggest that they list these items across the top of a sheet of paper, and down the side of the sheet they will list the phone numbers of those apartments which have these features. For example:

Phone #	Price	#of Rooms	Location	Parking

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Step 4: Ask the group to look through all the listings for apartments in Cambridge and Somerville for the want ads. Tell them to fill out the chart by putting in information about apartmets which look promising. For example:

Phone #	Price	#of Rooms	Location	Parking	
547-0026	$750	Two	Cambridge		?

Remember that the chart above is an example. The group should create its own headings based on the apartment looker's criteria. Use a large sheet of paper if you need to.

Step 5: After the group has filled out the chart with all the information, ask them to rank the first five most promising apartments/phone numbers to call.

Step 6: If there is time, ask them to write out a list of questions that the apartment looker should ask about the apartment when making the phone call (e.g.,is there off-street, free parking? do you require a security deposit? etc.) Use the list of desirable features from Step 1 to generate a list.

MAP GAP ACTIVITY

Purpose: This is an ESL activity (which could also be used with ABE students) that is designed to help students learn how to read maps, give directions and use directional terms. It can be adapted for many levels of learners and can use real maps or hand-made maps of the learners' community.

Step 1: Explain to the learners that this is a map-reading activity that will build on the vocabulary that the class has been working on for the last couple of days. Ask the learners to remind you of all the words they have learned that are commonly used in giving directions (e.g., "turn", "right", "straight"). Write the words down in big letters on a sheet of paper.

Step 2: Hold up one of the maps for everyone to see. Review some of the locations of the map. Walk through one example of giving directions to the hospital.

Step 3: Divide learners into pairs (you may have to be a member of a pair). Give Copy A of the map to one member of the pair, and Copy B to the other member. Explain the instructions.

Step 4 Give the learners 5 minutes to work together to fill out their maps. When they are done, ask them to compare maps to see that they both have all the information correct. Walk through another example, using one of the "?" boxes as a check for comprehension. Ask someone to look at the list of directional words written on the sheet and give directions orally to a place on the map using as many of the directional words as possible.

Step 5 If time, ask learners as a group to make a map together of the neighborhood around the learning center (or of another agreed-upon location) and then practice giving directions orally to each other. Another activity would be to write directions down on paper on how to get from one place to another on the neighborhood map.

DECISIONS, DECISIONS

Purpose: This is a problem-solving activity which could be used either in an ABE or an ESL classroom. It is intended to generate discussion about topics related to life problems, and to encourage reading comprehension. This example focuses on a situation related to old age, but other scenarios could be used according to the concerns of any group of learners (i.e. rent control, children's schooling, dealing with community problems, etc.) This activity could be designed for learners at all levels.

Step 1: Explain that you are going to read a story together about two elderly people who face some problems. Before showing the story, get "learners" to brainstorm some of the problems that the aged face in this or any society (i.e. infirmity, poverty, loneliness, possibility of living in a nursing home, etc.)

Step 2: Give learners the handout with the reading on it. Give time to read silently. Then ask some of the following comprehension questions (or ask someone to paraphrase the story:)

1. What health problems do Maria and Carlos have?
2. How long has Carlos been in the hospital?
3. What did Maria's doctor tell her?
4. Why doesn't Maria want to ask her sons for help?
5. What is the situation that Maria and Carlos face?

Step 3: Discussion

1. What factors compel old people to change their lifestyle?
2. What institutional care is available for old people in this area? Who provides it?
3. What services are available for older people living in their own homes? Who provides them? How much do the services cost?
4. Do any of you have family or friends who are living in a nursing home? How do they feel about it? How do you feel about it?

(Adapted from Decisions, Decisions by Barbara Bowers and John Godfrey, Dominie Press Limited.)

DECISIONS, DECISIONS

Maria saw her reflection in the store window as she hurried to the hospital. Self-consciously she straightened her shoulders as she pulled her thin sweater more tightly around her. "Was that me? . Oh, I look so tired and feel so helpless," she thought.

Maria had reason to be worried. Yesterday her husband, Carlos, had complained of feeling dizzy and then fainted. The doctor later told Maria that Carlos might have suffered a small stroke. Now Carlos was in the hospital undergoing many tests.

Maria continued to reflect on her husband's condition as she went down the steps to the subway. "If only he had taken his blood pressure pills regularly," she mused. But she knew that both Carlos and she were careless about their health. The doctor had often told Maria to lose weight and eat more nourishing foods. He had also warned Maria that her cholesterol was too high.

"It's easy for the doctor with his grand income to tell us about healthy food," she thought angrily. "After the rent and utilities, there's not much money left for fruits and vegetables. And besides, burgers, french fries and a shake are a treat for us."

"But what am I to do if Carlos is too ill to work? Then I'll have to quit my job and take care of him. And what if he gets worse?"

Maria thought about their two sons, and her heart felt even heavier. She could call them, but knew that Carlos wouldn't want their help. It seemed the more successful they had become, the less frequently they had seen their parents. Carlos' eyes grew hard whenever she spoke of them.

As Maria sat down on the subway train, she felt herself giving way to despair. She looked down at her gnarled hands and closed her eyes.

HOW LONG IS A NAME?

LEARNING ABOUT MEAN, MEDIAN AND MODE

Purpose: This activity is designed to help math students to understand concepts of averaging in a concrete way as an adjunct to learning the mathematical formulas for figuring averages. It can be used for any student level.

Step 1: Explain that this is an activity that helps us understand averages. Averages can be important when we want to know the "norm" of something. There are 3 kinds of averages: the "mean", which is the average of several numbers; the "median", which is the middle of several numbers; and the "mode", which is the most frequent of several numbers. You can figure out these averages by using a math equation, or you can figure it out by using real objects. This is what this activity will help you learn.

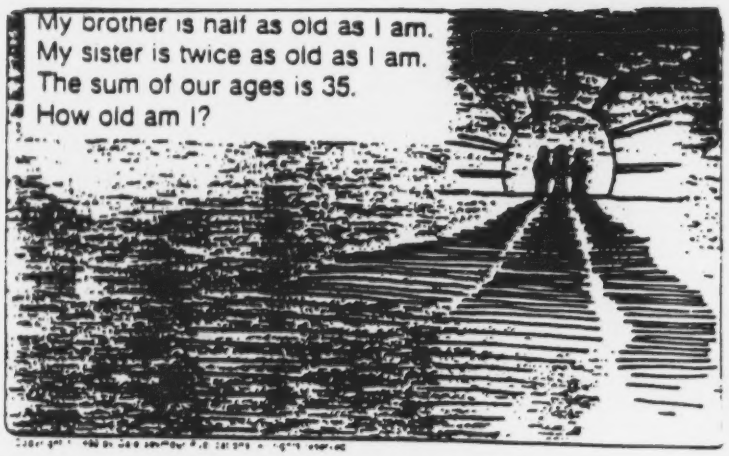
Step 2: Follow the directions of the attached page, asking the "learners" in your group to generate names of their own choosing. Demonstrate how to find the mean, median and mode using the instructions given.

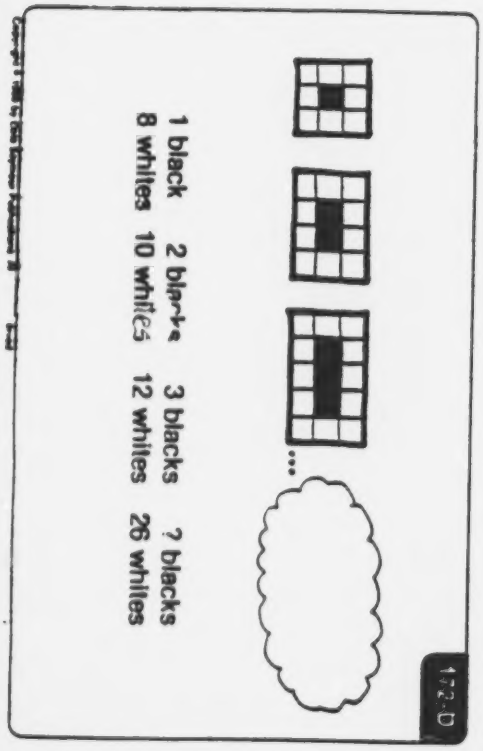
Step 3: Discuss the questions under the "More ideas" section. Explain that there is a mathematical way of figuring out the mean without having to move squares around. If time, introduce this formula (add up all the letters, divide by the number of names). Show them how this works out the same as arranging the numbers.

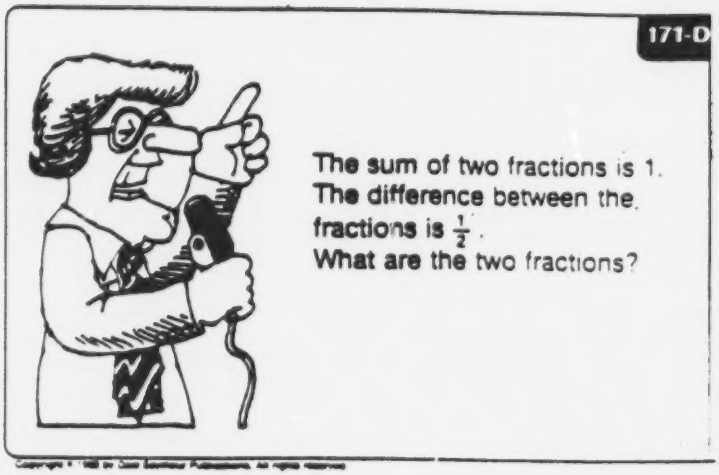
Step 4: If time, practice finding the mean of another number; for example, the average age of the members of your group. Get everyone's age (or whatever age they state!), add all the numbers together and divide by the number of people in the group. Discuss what other kinds of things in life are averaged, and in what situations averaging would be helpful to use.

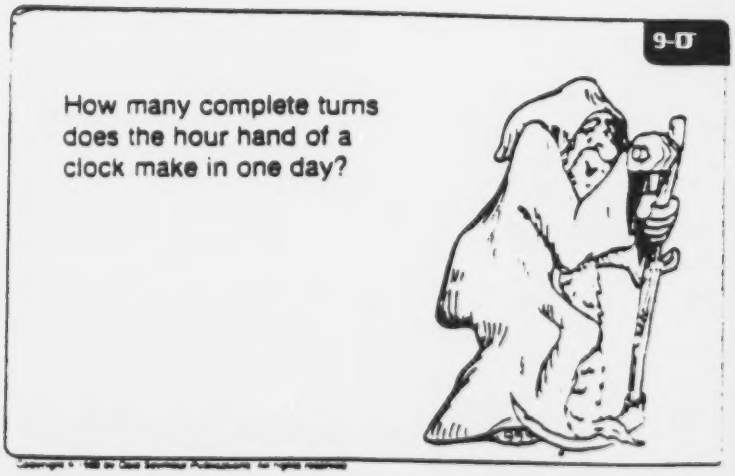
From Staff generated materials

Math puzzles are fun,
interesting and beneficial.









LESSON PLANS

These plans are used during the New Teacher Orientation to illustrate effective procedures in adult basic education teaching. They include English as a Second Language, GED, basic skills and pre-GED.

LESSON PLAN

Identification of American Food Products

Subject/Topic: ESL Level I -- Simple Present, Singular and Plural Nouns, Demonstrative Adjectives

Objectives: Students will be able to identify food products by name. They will be able to use simple present and demonstrative adjectives.

Materials: Pictures of food products from ads in newspapers and magazines.

Empty boxes and cans of food products.

Plastic or real fruits and vegetables.

Format/Procedures: Ask students to sit in a circle.

Show pictures and other examples of food products to students.

Repeat the statement "This is an apple." Repeat this statement three or four times. Then pass the example to the student on your right.

After completion of one round, pass the picture around once more repeating only once.

Round Two

If two examples of the item are available then pass two or more around the circle. Begin with "These are apples." Repeat same format as above.

Depending on time restrictions and levels of the students limit the number of items to be learned to five or ten.

Write all statements on the board when possible.

Homework: Ask students to bring in pictures of food products they would like to be identified.

Future Lessons: Weight (common measure)
Money (cash, check, food stamps)

Evaluation:

LESSON PLAN

Writing Activity for ESL, Adult New Readers

Subject/Topic:	Scrapbook with pictures and simple captions for ESL beginners.
Objectives:	To facilitate and link reading/writing activities.
Materials:	Magazines, catalogs, old cookbooks, newspapers, photos from home.
Format/Procedures:	Captions should be student generated. (One or two sentences in students own words.) He then makes immediate connection between spoken and written word. Encourage the student by sometimes using a more direct approach by asking a question or beginning a caption. Use a partner or shared writing method. Let the student provide the words, letters, or sounds he knows, the tutor can supply and write the rest. Reread the text of the scrapbook frequently.
Evaluation:	

LESSON PLAN

S Q P 3 R's

Subject/Topic: Preview Reading Technique

Objectives: A prereading technique to enable the student to approach reading in a more organized manner and to achieve better comprehension in the reading process. To teach a technique for learning and remembering what you read.

Materials: A printed reading selection.
SQP3R ditto

Format/Procedures:

Survey -- Skim assignment before you read.

Question -- Turn survey facts into questions.

Predict -- Guess at what you will learn. What do you already know about it?

Read -- To answer questions.

Recite -- Say out loud facts/answers to remember.

Review -- Go over **often.**

DITTO

1. Survey
   A. Look over the titles, subtitles, pictures and captions, introduction, summary maps and charts.
   B. Read through the general idea of the material. (This gives you an idea of what to expect.)
   C. Think of a person who is looking out over the whole area and taking in the main idea of the picture ... use visual images.

2. Question
   A. Turn the subtitle into a question.
   B. The question will help you concentrate on the subject to be read.
   C. Set a purpose for studying this part of the material.
   D. Work on one subtitle at a time.

3. Read
   A. Keep the question in mind as you read the selection.
   B. Read to answer the question made from the subtitle.
   C. Take brief notes if it helps you to remember or understand. (Use file cards or small pieces of paper for key words and definitions.)
   D. The answers you find will be the important facts and details.

4. Recite
   A. Go back and ask the question again. Can you answer it? If not, skim again.
   B. Reciting helps you to remember what information was important.
   C. Use your notes if necessary.
   D. Recite the answer in your own words.

5. Review
   A. Reread all the headings and try to remember the answer to the question made from each heading.
   B. Look over your notes and recite all the major points in the selection.
   C. Class discussion can also serve as a review.
   D. Review periodically ... once a week or once a day, or whatever the subject requires. You will always be prepared to take a quiz or test if you keep your SQ & R method. It won't work if you don't use it.

LESSON PLAN

Pair Work Reinforcement

Subject/Topic: Reinforcement of grammar drills.

Objectives: To liven up old grammar and memory exercises. Here's a suggestion for a hoarse teacher with a large class.

Materials:

Level -- All ... good for mixed levels.

Time -- Twenty - Forty minutes

Materials -- Copies for 1/2 of the class.

Format/Procedures: Take an ordinary grammar exercise (cloze, conjugation, conversion) that is usually a written assignment. Make copies for 1/2 of the class.

Pair up students from different language groups, face to face.

Give partner A one copy of the lesson. Partner B has nothing.

Explain the task. (Convert tense; interrogative; make second sentence a subordinate clause; add reflexive pronoun.)

Partner A reads sentence silently, then recites it to partner B, while maintaining eye contact.

Partner B attempts appropriate conversion (or repetition) using only aural discrimination and and memory.

Partner A verifies (and corrects if necessary partner B's product by referring to text.

Roles are switched.

Teacher side coaches pairs by listening to individuals and setting examples and standards for correction. This exercise is a valuable pronunciation tool if students from different language groups work together. You can ruthlessly demand insertion of articles, final "s", etc. If students hesitate to correct each other, assign the task of identifying three errors. Remind the student that he/she needs to identify errors in others to correct them in their own speech. A side coaching tactic: squat near students so they look down at you.

Alternative -- Partner A dictates to partner B, who writes. Partner A corrects.

LESSON PLAN

Delightful Detective Stories for Super Sleuths

Subject/Topic:	Home-based family-centered literacy activity
Objectives:	To provide literacy interaction and development for parents and their children which fosters deepened and improved family relationships through improved literacy.
Materials:	Encyclopedia Brown Detective Series; Donald J. Sobol, author ... Solution pages removed. Small "reward" items such as: bookmarks, book bags, bookplates, books, etc.
Format/Procedures:	The parent and child will read and discuss a short mystery from the Encyclopedia Brown Detective Series. The objective is to decode the mystery which requires reading comprehension and identifying details. In a paragraph, the parent and child will provide a written summary of their solution to the mystery. Encourage the child to provide illustrations. Three correct solutions will enable them to receive a "reward" for their detective work.
Evaluation:	

LESSON PLAN

I Scream ... You Scream ... We All Scream for Reading

Subject/Topic: Home-based family-centered literacy activity

Objectives: To provide literacy interaction and development for parents and their children which fosters deepened and improved family relationships through improved literacy.

Materials: Construction paper "ice-cream cones"

Reading lists (provided by your local public library)

Reading chart

Ice cream gift certificates (Ask about donations from local merchants or discounts to benefit your literacy program.)

Format/Procedures: To participate in this activity the parent must first show their instructor a valid public library card, at which time they will receive a construction paper "ice cream cone."

Parent and child then choose, from age-appropriate recommended reading lists, five books to readand discuss together.

For each book that is completed, the child will receive a "scoop of ice cream" to add to the "cone." The "scoop" should be illustrated by the child and the book title, author and illustrator should be listed.

Upon building a "five-scoop ice cream cone," which will be displayed on a classroom chart, the child will receive a gift certificate to redeem for a real, free ice cream cone.

Evaluation:

LESSON PLAN

Newspaper in Education -- The Newspaper as a Teaching Tool

Subject/Topic: Critical reading skills

Objectives: To help students understand what differentiates a news story from other reading materials.

Materials: Copies of the local newspaper.
Overhead projector and transparency or ditto (optional)

Format/Procedures: Have students respond to the following quotation: "When dog bites man, that is not news. When man bites dog, that's news."

What does the quotation say about the nature of news? What made the "big news" in today's newspaper? Why? Does it support what the quotation suggests about news?

After some discussion, have the class look past the first few pages, to the middle of the newspaper. Ask students to speculate about why the stories there did not make the front page. Are the middle page stories important?

Review with students the definition of a straight news story -- the "just the facts ma'am" approach to news. Writing on the board as you go, explain that there are a number of things that make a story newsworthy, including:

* Is it timely?
* Is it important? (Does it affect many people?)
* Is it odd or unusual?
* Does it involve well-known people, places or events? (The President is always newsworthy.)

Now have the class examine stories of today's front page. Do the front page stories meet any or all of the requirements for newsworthiness? Are there other requirements not listed? Discuss.

Next explain that editors face difficult task of deciding which news stories among the many they consider each day should actually go into the newspaper. A further judging occurs when the editors place the stories in the newspaper in order of importance -- not a simple task! (On the front page, for example, stories that are more important go "above the fold.")

Copy the headlines from a recent issue of the newspaper on an overhead transparency or ditto in a different order from which they appeared in the newspaper. (Don't forget to note on a separate piece of paper the actual order in which they appeared!) Challenge students to place the headlines in the "correct" order of importance.

Afterwards, compare student answers with the actual newspaper order. Discuss reasons for differences and point out that there are no right or wrong answers. What is most important to one person may not be to another -- and that's the problem editors face every day. However, good editors have a sense of what will be important to a majority of their readers.

Additional Reading Activities

Have students compare a news story and an editorial about the same event or topic. Underline facts in blue and opinions in red. Determine which contains more facts and which contains more opinions.

Have students read a review in the newspaper of a book, movie, record, concert or television program, underlining the facts in blue and opinions in red.

Have students read the lead editorial in the newspaper and determine the purpose for which it was written. Discuss their opinions. Was it written, for example, to inform or advise; to praise or command; to argue a point; to express a view; to interpret; or to eulogize?

Using weather forecasts for several days, have the students list the describing words that are used.

Using the sports section, have students list the action words used in sports stories.

Have students select a news article of interest. They should identify one word which communicates the main idea of the story. After selecting the one word, they should describe the main idea in a complete sentence. The other details that support the main idea should also be listed.

Have students identify examples of declarative, interrogative, exclamatory, and imperative sentences.

Have students find examples of figurative language as it is used in the newspaper (simile, hyperbole, metonymy, etc.)

Clip a story of interest from the newspaper. Scramble the order of the paragraphs. Have students rearrange the paragraphs into the correct order.

A synonym is a word that has the same, or nearly the same, meaning as another word. Have students select any five comic strips. For each comic strip, they should select two words and substitute a synonym of their choice. Did their selections change in any way the humor or meaning of the comic strips?

Give the student several headlines and have them infer what the story will contain.

Collect front pages that students feel have historic value. Each month, choose the one that seems most important. Create a chronological display showing a month-by-month recap of the biggest news items. At the end of the school year or after a period of several months, ask students if they still feel that each selection is historically important. Why or why not?

Present the class with an article with appropriate words deleted and have them fill in the deletions by using contextual clues.

LESSON PLAN

Writing

Subject/Topic: Writing in a group using whole language skills

Objectives:

1. To improve students' reading skills.
2. To increase students' awareness of consumer knowledge.
3. To have students practice writing skills.
4. To give students an opportunity to participate in group activities.
   a. Discussion
   b. Critical thinking
   c. Reading to a group

Materials: Clipped coupons and editorial (see next page)

Format/Procedures: Students of all levels are gathered together. Manufacturer's coupons are available.

Discuss.

Write on board "pros" and "cons" of using these coupons.

Have students write individually what their ideas are -- stress "not to be concerned about form, spelling. Just write your ideas on paper."

Break into small groups (four to six.) Discuss their ideas. Ask for volunteers to read their ideas to the small groups.

Have students revise individually *after some model has been presented to the entire group. Teacher and tutors can help individuals.
[* Optional: Articles from newspapers, magazines, texts or other resources can be used.]

Ask for volunteers to read their work to the entire group.

PD/JAMES A. ROSS

Coupons: cheap, effective advertising for companies

SAN FRANCISCO EXAMINER

They flutter out of the Sunday paper. They fall out of the mailbox. They drop out of magazines.

They are coupons, and for manufacturers they are manna from heaven — advertising that is relatively cheap and particularly noticeable.

These days, the evidence that they are increasingly popular comes in those ever-fattening, slick, full-color bunches — known as free-standing inserts (FSIs) — tucked into Sunday newspapers.

There's a reason so many FSIs are popping up these days: Manufacturers are using them to trumpet new products, knock out the competition or gain an edge in new markets.

"Coupons are immediate," said Ken Monnens, a principal of Stylus, an Emeryville, Calif., sales promotion agency. "People can just get out a scissors and look for the products they want right now."

In 1990 alone, an estimated 30,000 manufacturers distributed 287 billion coupons, up 12% from the previous year, Monnens said. Nearly 77% of all households use coupons.

Retail stores, too, love those little clip-out things: The stores earn an eight-cent handling fee per coupon, which totaled $570 million last year in fees. And the average redemption rate on coupons is less than 3%, said Monnens.

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CHECKLISTS

The following checklists will provide instructors with the necessary sequence of skills that should be mastered in the major curriculum areas.

Also included in this section is a checklist for learning disabilities.

CHECKLIST FOR TEACHING READING

CATEGORIES AND PROCESS		ABE	Pre-GED	GED
Level 1:	Factual a. Recall b. Recite c. State d. Identify 1. Phonics abilities 2. Auditory discrimination skills 3. Vocabulary	1	2	2
	Statement of Main Idea a. Comprehension skills 1. Identifies characters 2. Setting and time of reading selection 3. Answers how, what, when, where why and who questions 4. Identifies words using phonics and context clues	1	2	3
Level 1:	Application a. Demonstrate/increase vocabulary and identify/utilize context clues b. Follow directions		1	2 & 3
	Analysis a. Summarize reading selections b. Make inferences/recognize relationships c. Develop reference study skills		1	2 & 3
Level 3:	Drawing Conclusions a. Synthesis 1. Skimming and locating information 2. Reading details, directions 3. Arithmetic			1 & 2
	Evaluation a. Critique 1. Devise criteria for interpreting and evaluating literature b. Appraise c. Judge 1. Analyze author's technique, viewpoints and style			1 & 2

1 = Introduce & Learn **2 = Practice** **3 = Integrated**

READING LEVEL I

Name _____

Needs help in:

[ ] Listening comprehension and speech
[ ] Understanding of material heard
[ ] Speech and spoken vocabulary
[ ] Visual perception of word elements
[ ] Visual memory of words
[ ] Given names of letters
[ ] Identifying letters named
[ ] Matching letters
[ ] Copy letters
[ ] Auditory perception of word elements
[ ] Initial or final blends
[ ] Initial or final single letter sounds
[ ] Learning sounds taught
[ ] Phonic abilities
[ ] Solving words
[ ] Sounding sounds
[ ] Sounding blends
[ ] Sounding individual letters
[ ] Learning rate
[ ] Remembering words taught
[ ] Use of context clues
[ ] Attention and persistence
[ ] Self-directed work
[ ] Other _____

READING LEVEL II

Name _____

Needs help in:

[ ] Listening comprehension and speech
[ ] Understanding of material heard
[ ] Speech and spoken vocabulary
[ ] Word analysis abilities
[ ] Visual memory of words
[ ] Auditory and analysis of words
[ ] Solving words by sounding
[ ] Sounds of blends
[ ] Use of context clues
[ ] Remembering new words taught
[ ] Oral reading abilities
[ ] Oral reading practice
[ ] Comprehension in oral reading
[ ] Phrasing
[ ] Errors in easy words
[ ] Addition or omission of words
[ ] Ignoring punctuations
[ ] Ignoring word errors
[ ] Attack on unfamiliar words
[ ] Expression in reading
[ ] Speech, voice, enunciation
[ ] Security in oral reading
[ ] Silent reading and recall
[ ] Level of silent reading
[ ] Comprehension in silent reading
[ ] Attention and persistence
[ ] Unaided oral recall
[ ] Speed of silent reading
[ ] Recall on questions
[ ] Reading interest and effort
[ ] Attention and persistence
[ ] Voluntary reading
[ ] Self-directed work

READING LEVEL III

Name _____

Needs help in:

[ ] Listening comprehension and speech
[ ] Understanding of material heard
[ ] Speech and oral expression
[ ] Word analysis abilities and spelling
[ ] Visual analysis of words
[ ] Auditory analysis of words
[ ] Solving words by sounding syllables
[ ] Sounding syllables, word parts
[ ] Meaning from context
[ ] Attack on unfamiliar words
[ ] Spelling ability
[ ] Accuracy of copy speed of writing
[ ] Dictionary skills: location, pronunciation, meaning
[ ] Oral reading abilities
[ ] Comprehension in oral reading
[ ] Speed of oral reading
[ ] Security in oral reading
[ ] Word and phrase meaning
[ ] Silent reading and recall
[ ] Level of silent reading
[ ] Comprehension in silent reading
[ ] Unaided written recall
[ ] Recall on questions
[ ] Attention and persistence
[ ] Word and phrase meaning difficulties
[ ] Sentence and complexity difficulties
[ ] Imagery in silent reading
[ ] Speed and reading abilities
[ ] Speed of work
[ ] Skimming and locating information
[ ] Reading details, directions, arithmetic
[ ] Organization and subordination of ideas
[ ] Elaborative thinking of reading
[ ] Critical reading

ESL SKILLS CHECK LIST

Skills are for speaking, listening, reading, writing

Level I

Alphabet/phonographological consonant relationships
Subject pronouns
Verb tenses (regular and irregular): simple present, present continuous, simple past, future - will imperative
Prepositions of location, directions
Nouns: singular, plural and possessive
Interrogation: Inversion with "do", Who, What, Where, When, Why, How
Contractions
Demonstrative adjectives: This, That, Those, These
Short answers: Yes, No

Vocabulary

Greetings, leave-taking, introductions
Numbers, money
Days of the week, months, seasons, date, weather
Family relationships, home, food
Body parts, clothing, personal description
Opposites, adjectives, adverbs

Level II

Vowel discrimination
Nouns, count/non-count
Pronouns: personal, possessive, reflexive, nobody
Verb tenses: Review Level I, (regular and irregular), future (going to), present perfect, past continuous auxilliary verbs (can, ought to, may, should), two-word verbs (look for, pick up, turn on)
Count/non-count nouns
Interrogation: How much? What kind? Tag questions
Prepositions, with verbs
Comparison, superlative
Homonyms, homographs

Vocabulary

Ordinal numbers
Food, restaurants, discount supermarkets
Personal descriptions, filling in forms
Employment
Housing, renting, maintenance
Health, insurance, illness
Idioms
American government and holidays

ESL SKILLS CHECK LIST, continued

LEVEL III

Verbs: Obligation, conditional (future possible, present and past unreal, wish)
All the perfects, gerunds, passive voice, indirect/reported speech
Adverbs of frequency
Articles: indefinite, definite

Vocabulary

Idioms, slang
Finance
Vacation, cars
Newspaper, yellow pages
Dictionary, thesaurus
Writing styles, correspondance
Entomological data: prefix, suffix, roots

Provide outlines, help students take notes to study at home.

Retaining information: learning, therefore, drill and redrill in class.

Get help from the LDA (4156 Library Road, Pittsburgh, PA 15234) or Closer Look LD Teen Line, 800-522-3458.)

MATH CHECK LIST

Beginning Level Math (Level 1)

Whole Numbers

Addition
- Vocabulary
- Properties
- Word problems
- Money problems

Subtraction
- Vocabulary
- Concepts
- Word Problems
- Checking by addition
- Money problems

Place Value
- Hundredths through thousandths
- Rounding off
- Estimating (teach during division)

Multiplication
- Vocabulary
- Properties
- Methods
- Word problems
- Word problems with money
- Perimeter (squares and rectangles)
- Powers (simple)

Division
- Vocabulary
- Methods
- Relationship with multiplication
- Word problems
- Word problems with money
- Average (mean)
- Mixed word problems (all combination of subjects)
- Area (squares and rectangles)
- Volume (cubes and rectangular solids)

Decimals

Place Value
- To ten-thousandths
- Rounding off

Addition and Subtraction
- Methods (Teach with whole numbers)
- Word problems

MATH CHECK LIST, continued

Beginning Level Math (Level 1)

Multiplication
- Decimals times whole numbers
- Decimals times decimals

Division
- Decimals divided by whole numbers
- Decimals divided by decimals
- Smaller numbers divided by larger numbers
- Checking answers with multiplication
- Mixed decimal word problems

Fractions

Basic Concepts
- Concept of a fraction
- Relationship between fractions and decimals
- Changing fractions to decimals
- Types of fractions: improper, proper, mixed numbers
- Reducing
- Changing improper fractions to mixed numbers
- Changing whole and mixed numbers to improper fractions

Addition and Subtraction (with like denominators)
- Addition of fractions with like denominators
- Subtractions of fractions with like denominators
- Borrowing with fractions (with like denominators)

Multiplication
- Proper fraction times proper fraction
- Whole number times proper fraction
- Mixed number times proper fraction

Division
- Procedure to divide (invert and multiply)

Addition and Subtraction (with unlike denominators)
- Equivalent fractions
- Common donominators
- Adding and subtracting all types of problems with unlike denominators

Charts and Graphs
- Bar graphs
- Line graphs
- Pie graphs
- Simple charts

MATH CHECK LIST

Middle Level Math (Level 2)

Whole Numbers

Naming numbers through millions
Rounding off numbers through millions
Using formulas such as d=rt and c=nr
Powers
Square roots
Perimeter of triangles, rectangles and squares
Area of squares and rectangles
Volume of cubes and rectangular solids
Properties of numbers (cummutative, distributive and associative)
Mean
Median

Fractions

Review Level 1 concepts (basic operations: addition, subtraction, multiplication and division
Finding what fraction one number is of another
Comparing and ordering
Distance and cost formulas
Powers and square roots
Perimeter (using fractions)
Area of rectangles, squares and triangles
Volume (using fractions)
Fraction story problems
Introduction to ratios
Probability

Decimals

Review of Level 1 concepts (basic operations)
Interchanging decimals and fractions
Rounding off decimals
Story problems
Powers and square roots
Metric measurement
Perimeter, area and volume (using decimals)
Circumference and area of circles
Volume of a cylinder
Comparing and ordering
Reading metric scales
Travel problems (sketching)

Percents

Interchanging percents and decimals
Interchanging percents and fractions
Finding a percent of a number
Finding what percent one number is of another
Finding a number when percent of it is given
Story problems
Interest

MATH CHECK LIST, continued

Middle Level Math (Level 2)

Charts, Graphs and Tables

Pictographs
Circle graphs
Bar graphs
Divided graphs
Line graphs
Tables

Problems should be written in equation form as much as possible. The GED formula sheet should be used. Encourage students to write down the formula first. Problems and choices using only set-up answers (without finding the solution) need to be stressed in all areas and levels.

MATH CHECK LIST

Top Level Math (Level 3)

Whole Numbers

Review of Level 2 concepts (ratio, proportion, mean, median, measurement, perimeter, circumference, areas, charts, graphs, tables and percent)

Algebra

Powers and square roots
Scientific notation
Number line
Addition of signed numbers
Subtraction of signed numbers
Multiplication of signed numbers
Division of signed numbers
monomials (addition, subtraction, multiplication, division)
Order of operations
Substitutions
One-step equations
Multi-step equations
Equations with separated unknowns
Equations with parentheses (distributive property)
Inequalities
Writing algebraic equations
Algebra story problems

Some areas may be covered if there is enough time. They are needed for higher level math, but not the GED. They include multiplying binomials, factoring, quadratic equations, factoring and square roots, graphs of linear equations, graphs and quadratic equations.

Geometry

Angles
Pairs of angles
Parallel lines and transversals
Triangles
Similar figures
Congruent figures
Pythagorean relationship **
Rectangular coordinates **
Finding distance between points **
Slope and intercept **

** These areas may be covered after algebra and before geometry.

CHECKLIST OF WARNING SIGNS OF SPECIFIC LEARNING DISABILITIES

Attending Skills

Shorter attention span than most peers
Very restless; can't sit still
Often fails to complete work
Is distracted by visual/auditory stimuli
Appears very inactive (daydreaming)

Recall

Has difficulty retaining information
Has difficulty following oral directions
Has difficulty finding the correct words when speaking

Language

Has difficulty expressing him/herself in full sentences
Speech is fragmented and disorganized
Appears not to understand a great deal of what is said; has difficulty "sizing up" situations
Has difficulty understanding and using figurative language
Poor syntax; word omission or confusion of tenses, confused word order

Social Interaction/Self-Concept

Peers make fun of him/her
Peers ignore him/her
Remains silent in groups
Dominates the discussion
Disrupts the group with inappropriate behavior
"Blows up" easily
Cries easily when upset
Appears nervous or unhappy
Says "I can't" easily

Orientation

Confused when dealing with directional words such as left, right, top, etc.
Late; doesn't understand time concepts
Has problems navigating; bumps into things; poor judge of distance
Generally disorganized; non-goal oriented activity
Has difficulty with change of shifts

Academics

Poor overall reading; comprehension, decoding, loses place frequently, moves lips, letter or word reversing, difficulty following written directions
Poor spelling skills, letter reversing, inversions, omissions
Has difficulty copying from chalkboard to paper
Oral performance exceeds written work
Has difficulty working independently

ASSESSMENT

Initial and ongoing assessment of each student is essential to determining both short and long term goals. Each site has its own procedures to measure grade level and competencies.

Following is a page identifying the kinds of tests that can be used and the most frequently used instruments in Ohio.

TESTS OF ADULT BASIC EDUCATION, FORMS 5 & 6 (TABE)
PUBLISHED BY CTB/McGRAW-HILL

Norm-referenced tests to measure achievement in reading, math, language, and spelling. Correlation between TABE scores and scores on the GED Tests provides a means of estimating scores on the GED tests.

There are four overlapping levels and two parallel forms (Forms 5 & 6) offered for each level. The levels and estimated grade ranges are as follows:

LEVEL	RANGE
E (Easy)	2.6 - 4.9
M (Medium)	4.6 - 6.9
D (Difficult)	6.6 - 8.9
A (Advanced)	8.6 - 12.9

A locator test, which takes 37 minutes, will determine appropriate test. (E, M, D, A) Examinees may take the entire battery (3 ½ hours) or each section separately. Listed below is the time required for the locator and each category:

Reading	54 minutes
Math	80 minutes
Language and Spelling	69 minutes

WIDE RANGE ACHIEVEMENT TEST (WRAT)
PUBLISHED BY PSYCHOLOGICAL CORPORATION

The WRAT was first standardized in 1936 and has two levels. Level 1 ranges from five to eleven years. The range of Level 2 is from 12 years and up. The time for taking the written math test is ten minutes. The math portion provides a very quick visual assessment of computational skills but does not measure concepts or application of skills. The grade rating corresponds to the raw score.

ABE STUDENT SURVEY
PUBLISHED BY FOLLETT

This untimed test which covers grade one through seven and has two forms, A & B, includes reading comprehension, word recognition, arithmetic computation and application. There is no profile sheet.

WOODCOCK MASTERY TEST
PUBLISHED BY AMERICAN GUIDANCE SERVICE

This oral test comes in forms A & B and covers grade levels zero through twelve. Because the test provides a breakdown of basic reading skills, it can be given to adults who score below 3.0 on the TABE.

SOME IMPORTANT TERMS USED IN DISCUSSING TESTING AND ASSESSMENT

Standardized Test

A test is standardized if it is based on a systematic sampling of behavior, has data on reliability and validity, is administered and scored according to specific instruction, and is widely used. A standardized test may be norm-referenced or criterion-based. The test may, but need not, relate to readability levels, grade level equivalencies, or competency based measurements.

Norm-Referenced Tests

Standardized tests that have been developed to permit a learner's score to be interpreted in reference to the scores of other people who have taken the test. The individual learner standardized test score is interpreted by comparing it to how well the referenced group normally performs on the test. Similar to "grading on a curve."

Grade Level Norms

In adult literacy education programs, standardized tests are frequently used that have been normed on children in the elementary, middle, and secondary school grades. In this case, the adult learner's score on the test may be interpreted in reference to the average performance of children at each grade level. If an adult score on a reading test normed on grade school children is the same as that of a child in the eight month of the formal grade, the adult would be assigned an ability level of 4.8.

Criterion-Referenced Tests

In criterion reference testing, an absolute standard or criterion of performance is set, and everyone's score is established in relation to that standard, rather than by comparison to a norming group.

Competency-Based Education and Testing

The idea of competency based education is that learners' progress in a course of education should be based on demonstration that new competence has been achieved, not on the basis of the number of hours or courses in which the learners have participated. Because competency-based programs typically identify learning objectives very specifically, may tend to use criterion-referenced assessment.

Curriculum-Based Assessment

In curriculum-based assessment, decisions are first made about what is important to be taught. Then a curriculum is developed, which may or may not be a formally, pre-developed series of learning experiences. Tests are constructed to "test to the teaching." The intent is to determine whether what is being taught is being learned and, if not, how instruction should be modified.

Item Response Theory

Method for scaling individual items for difficulty in such a way that an item has a known probability of being correctly completed by an adult of a given ability level.

ASSESSMENT

Quick Class Evaluation Ideas

Ask learners to:

1. State/list two - three adjectives to describe the class.
2. Rate the class on a scale of 1 - 10 with one representing very negative feelings and ten representing very positive feelings.
3. Identify the most meaningful or most useful part of the class. Least useful/least meaningful part. Why?
4. Identify what made it easy to participate and what made it difficult.
5. State/list what they have learned here today that they can use tomorrow in their work life. Ask what they have learned that will take more time to integrate.
6. State/list appreciations, resentments or regrets that they would like to express before leaving.
7. State/list some tools, skills/ideas they now have that they did not have when the class began.
8. Identify when they had the most/least energy during the class.
9. Graph how their energy level changed during the course of the class.
10. State/list what they liked most/least about the class.
11. If they were responsible for designing and teaching the class, what activities they would have kept, omitted and added.
12. Complete statements like:

    I learned that ...

    I was surprised that ...

    I was displeased that ...

    I was pleased that ...

    I feel bad that ...

    I was disappointed that ...

MATERIALS

The materials that instructors use vary from site to site. A textbook will provide the guidelines for what should be covered during a session. However, the latest adult education editions may not always be available. Rather than become too dependent upon published materials, instructors should look at innovative and creative approaches to teaching the adult learner. Materials and resources should be tailored to your students' needs.

GUIDELINES FOR CHOOSING MATERIALS

Material Classifications:

Who made the material?
1. Expert or commercially prepared
2. Teacher made
3. Learner generated
4. Miscellaneous (newspaper articles, etc.)

What kind of information/content provided?
1. Textual, real information about world
2. Fictional
3. Practice test-taking material (workbooks, study guides)
4. Non-textual, raw material (pictures)

What does it ask learners to do?
1. Read and write
2. Fill in blanks
3. Problems ... pose and solve
4. Create

What does it ask teacher to do?
1. Impart information (present, discuss, lecture)
2. Correct and assist
3. Facilitate discussion/problem solve
4. Act as a resource

How adaptable?
1. Can it accommodate multiple levels
2. Free from bias or stereotype
3. Adult oriented

What is benefit?
1. Supportive of learning skills
2. Addresses learners' needs
3. Geared to learners' levels
4. Clear format
5. Accurate

This information can be used as a springboard in explaining math difficulties.

COMPUTATION AND ROTE

"Ambition, Distraction, Uglification, and Derision" is how Lewis Carroll referred to the basic arithmetic operations of addition, subtraction, multiplication, and division. This is how many people, myself included, still view school computation (except for "ambition", which never seemed to belong on the list, "addiction" seeming more appropriate.) The reason for this repugnance, I think, is that computation is boring, tiresome, and oppressive. Worse than this, it often forever colors (or should I say discolors) people's views of real mathematics.

Imagine that 90 percent of every course in English up until college was devoted to grammar and the diagramming of sentences. Would graduates have any feeling for literature? Or consider a conservatory which devoted 90 percent of its efforts to the practicing of the scales. Would its students develop an appreciation or understanding of music? The answer, of course, is no, but that, given proper allowance for hyperbole, is what frequently happens in our mathematics classes. Mathematics is identified with a rote recitation of facts and a blind carrying out of procedures. Decades later this robotic mode of behavior kicks in whenever a mathematical topic arises. Countless people feel that if the answer or at least a recipe for finding it doesn't come to them immediately, they'll never get it. The idea of thinking about a problem or discussing it a bit with someone else seems novel to them. Think about a math problem? Discuss it? (See also entries on substitutability and humor.)

In my opinion, schools' focus on computation is excessive and obsessive. There is nothing wrong, of course, with knowing the addition and multiplication tables and the basic algorithms for dealing with fractions, percentages, etc. In fact, these skills are absolutely essential, even today when a $5 calculator (a part, I would hope, of every kid's school wardrobe) can do all the computing most people will ever need. It's just that after some routine drill, these skills should be regarded as tools that further understanding, not as a substitute for understanding.

One unappreciated consequence of this seeming truism is that mathematics should be understood to be continuous with language and logic (see entries on variables, quantifiers, and a mathematical approach) and not as some isolated collection of mental isometric exercises. In elementary school, for example, there should be units devoted to deciding which arithmetic operation or sequence of operations is called for in a given problem; to estimating very large or very small magnitudes; to mathematically flavored detective stories; to numerical patterns and mechanical puzzles (e.g. Rubik's cube;) to board games (such as Monopoly) in which chance is a factor; to mathematical aspects of news stories and sports events (batting averages;) and to a myriad of other topics that can be related to a child's life.

If this natural connection between mathematics and ordinary language and thought is established early, then the tables, formulas, and algorithms that come later are justified: They're just a shorthand means to get to the solution. So-called word problems (not a natural ontological class -- just any of an infinite variety of mathematical problems expressed in words) would not be aberrations in math classes, but their primary core. The silly plaint "I can do the math, but not the word problems" would be heard less frequently in high schools and colleges. Whenever I hear it now, I wonder what the person thinks is the point of the "math." Are pages of polynomials to factor or pages of functions to differentiate their own rationale?

A constant emphasis on computation in early schooling brings with it the tyranny of the right answer, another impediment to learning mathematics and another aspect of the still too common priestly/militaristic model of mathematics instruction. This is the Truth; now do 400 identical problems. In most other fields there is a clear distinction among wrong answers, but too many people believe that if an answer in mathematics is not right, it's wrong ... period. Just the opposite is the case. If two people were to add 2/5 and 3/11 and one came up with 5/16 and the other with 39/55, it would be fairly clear that the first one didn't know much about fractions and that the second had only been careless. (Actually, even the first "addition" -- 2/5 + 3/11 = 5/16 -- could be defended. Perhaps the 2/5 means that a baseball player obtained two hits in five at-bats and the 3/11 means he got three more hits in eleven subsequent at-bats. He would then be five for 16, so the above "addition" is justified.)

In arithmetic, algebra, and elementary probability there are usually several ways to solve a problem, and in less well-defined, more difficult problems there are more. (I usually give full credit for wrong answers if only the "math" is wrong, but the conception is correct, and partial credit if the approach is a reasonable one.) The popular belief that all wrong answers are equivalent, or even that all right answers are equivalent, lessens the need to think critically, and this accounts for its prevalence among students and, sad to say, among many teachers as well.

The handwringing about how our kids can't do simple computation strikes me as similar to debates that might have raged in fifteenth century Italy over how students were having trouble with the division algorithms for Roman numerals. It was gradually becoming apparent that a facility for this particular skill was difficult to acquire and, given the new Arabic numeral "software," less useful than it had been. In an attentuated way, this is the situation today. The ability to compute by hand is less important than it used to be, and this is another reason that our fundamentalist focus on computational skills should be discarded.

[Before I went to graduate school, I had a brief sojourn with the Peace Corps and taught mathematics at a secondary school in a very poor district of western Kenya. Despite the absence of materials, the mathematical performance of the students was considerably better than that of students at the richer Nairobi schools where there were plenty of old-fashioned workbooks with page after page of dreary exercises. The emphasis of the small staff at my school was on practical problems (at least at first) and on conceptual understanding. Certainly not a conclusive study, the experience nevertheless intensified my dissatisfaction with traditional pedagogy.]

Mathematics is no more computation than writing is typing. Almost everyone eventually learns how to compute, but as reports on our mathematics education clearly indicate, other higher-level abilities are not being fostered in our children. Many high school students can't interpret graphs, don't understand statistical notions, are unable to model situations mathematically, seldom estimate or compare magnitudes, never prove theorems, and, most distressing of all, hardly ever develop a critical, skeptical attitude toward numeric, spatial, and quantitative data or conclusions. The public and private costs of this innumeracy and general mathematical incapacity are incalculable.

I'd like to be able to report that this stress on computation ends when students reach college. But, alas, even in calculus, linear algebra, and differential equations courses (courses required by many different majors) there is the same mind-numbing tendency toward routine computational problems. Students are accustomed to this approach; textbooks must appeal to a wide clientele and are therefore bland; and teaching this way places fewer social, intellectual, and time demands on professors. (The latter fact is significant since university mathematics professors receive little, if any, recognition for being effective instructors; they are, however, rewarded if they publish, even when what they publish adds only the tiniest of nuances to the obscure niceties of their narrow specialties.) This computational emphasis is all the more unfortunate given the new software that takes the drudgery out of such processes as evaluating definite integrals and inverting matrices. (I exclude upper-level undergraduate courses and graduate mathematics courses from this indictment, but the generally higher level of instruction there is of little comfort to most.)

It's bad form to continue railing repetitively about repetitious instruction, so I'll summarize. Mathematics is thinking -- about numbers and probabilities, about relationships and logic, about graphs and change -- but thinking nonetheless. This message isn't reaching even many of our best students who continue to see it as "Ambition, Distraction, Uglification, and Derision."

Beyond Numeracy -- Rumnations of a Number Man

by John Allen Paulos, 1991
Alfred A. Knopf, publisher

READABILITY

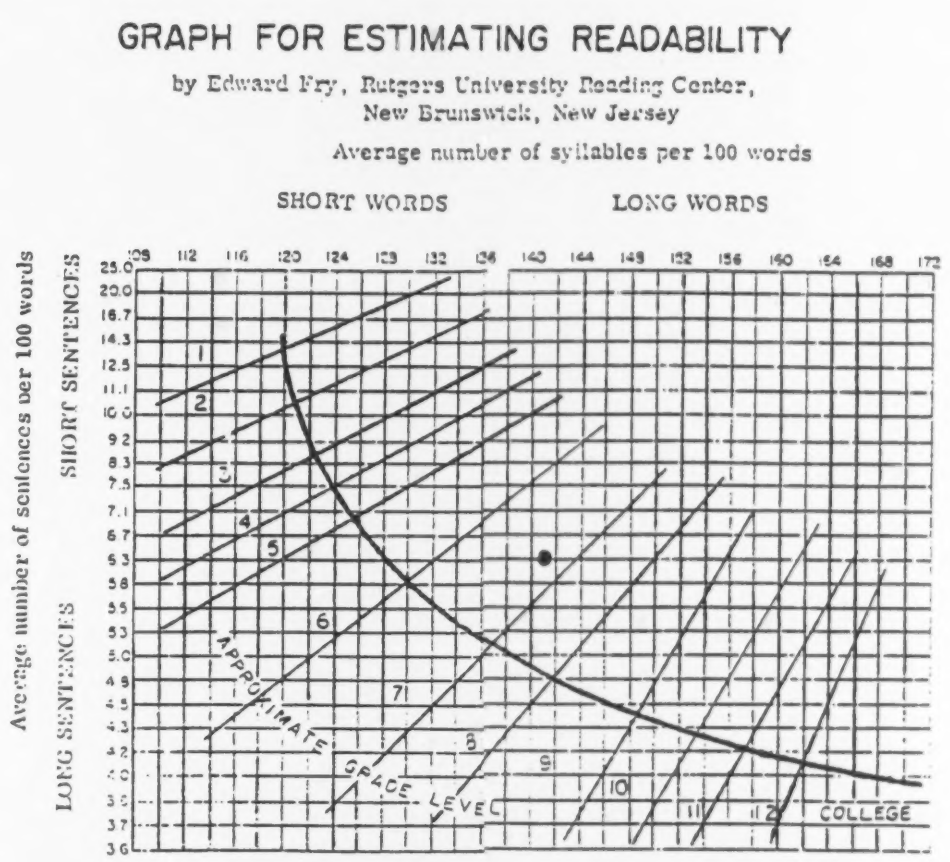
DETERMINING THE DIFFICULTY OF PRINT MATERIALS

Most teachers are aware from their own experience that some materials are easier to read than others. Some teachers are quite adept at determining whether materials they are considering for classroom use are at a suitable level of difficulty for their students. There are, however, many formulas which quantify the process of determining the level of difficulty of print materials. These formulas and the procedures for using them vary in their ease of application. None of them gives a perfect measure of reading difficulty; and it is important to note that any method provides only an estimate of readability.

Nearly all readablity formulas are based on measures of two factors: sentence length and vocabulary difficulty. The assumptions behind this are that short sentences are easier to understand than long sentences, and short words are easier to understand than polysyllabic words. Neither of these assumptions is absolutely true, but both of them are true often enough that the formulas incorporating them give a good estimate of the reading difficulty of materials.

THE FRY GRAPH

The Graph for Estimating Readability developed by Edward Fry is one relatively simple and well-known method for estimating readablity.



DIRECTIONS FOR USING THE FRY GRAPH

Randomly select three 100-word passages from a book or an article. Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material. Choose more passages per book if great variability is observed, and conclude that the book has uneven readability. Few books will fall in the gray area, but when they do, grade level scores are invalid.

EXAMPLE

	Syllables	Sentences
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
Average	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

For further information and validity data, see the April, 1968 Journal of Reading and March, 1969 Reading Teacher.

It must be remembered that formulas give only an estimate. They should be used to compare the difficulty of materials rather than to place a given set of materials at a precise grade level. So long as the teacher is consistent in his/her use of the formulas and sticks with one formula for comparative purposes, the results are accurate enough for classroom, non-research oriented use.

There are many other factors that should be considered when estimating the relative difficulty of materials. These include both those factors which are directly related to the nature of the written materials and those which are related to format.

Material may be more difficult than indicated by a readability formula if it contains any of the following: technical terms, figurative language, concepts that are new to the student, obsolete language, allusive language, ambiguous language, or language related to past or unfamiliar events.

On the other hand, material may be easier than a readability formula indicates if many of the long sentences are compound sentences with their parts occurring in natural order rather than complex sentences, if many of the polysyllabic words are familiar to the students as part of their colloquial language, or if, of course, the interest is high.

Some nonlinguistic factors in addition to the interest level of the materials which may affect ease of readability include the use of headings and subheadings, the illustrations, the kind and size of print, the kind of paper, whether materials are hard or soft-cover or teacher-produced, and the length of an assignment to be given to students.

CLASSROOM MANAGEMENT

Classroom management involves dealing with the new student, the reluctant student, and the absentee student. From the initial registration form to the end of the year report, the students' participation must be identified and charted for the State Department. Being on top of the paperwork regularly each month will facilitate the ABE process throughout the year and enable the instructors to maximize their time and the adult learner's time.

Date _____

ADULT EDUCATION ENTRY SURVEY

Name _____ Date of birth _____

Address _____ City _____ Zip _____

Telephone _____ Social Security # ____ - ____ - ____

* *

PERSONAL HISTORY

Age: [ ] 16 - 24 [ ] 25 - 44 Sex: [ ] Female
[ ] 45 - 59 [ ] 60+ [ ] Male

Marital status: [ ] Single [ ] Married [ ] Divorced [ ] Widowed

Nationality: [ ] American Indian [ ] Asian/Pacific Islander
[ ] Black [ ] Hispanic [ ] White

City/State of birth _____

U.S. Citizen: [ ] Yes [ ] No Veteran: [ ] Yes [ ] No

Any disabilities? _____

Number of children (under 18 years of age) _____

* *

EMPLOYMENT/INCOME HISTORY

[ ] Unemployed [ ] Employed Place of employment _____

PUBLIC ASSISTANCE

[ ] Welfare [ ] VA [ ] Medicaid
[ ] Workmen's Compensation [ ] ADC
[ ] Food Stamps [ ] JTPA

* *

EDUCATIONAL HISTORY

Highest grade completed _____ Year _____

Name/Location of school _____

Dropout reason _____

_____

(please turn over)

REASONS FOR PARTICIPATION

1. [ ] To help get a job
2. [ ] To help get a better job
3. [ ] To qualify for training or additional education
4. [ ] To discontinue dependance on public assistance
5. [ ] To be better able to help children with school work
6. [ ] To improve speaking, reading and writing the English language
7. [ ] To prepare for the GED Test
8. [ ] For personal satisfaction
9. [ ] Other: _____

_____

* *

DO NOT FILL IN

..... FOR INSTRUCTOR'S USE ONLY .....

REASONS FOR SEPARATION

1. [ ] To take a job
2. [ ] To take a better job
3. [ ] To enter another educational or training program
4. [ ] Discontinued public assistance
5. [ ] Improved knowledge and skill to desired level
6. [ ] Met other personal objective
7. [ ] Other: _____

_____

ASSESSMENT

	Pre	Post
Math	_____	_____
Reading	_____	_____

Other information: _____

_____

_____

ATTENDANCE REPORT

ABE SITE _____

MONTH	MEMBERSHIP FOR MONTH	DAILY AVERAGE ATTENDANCE	MONTHLY ATTENDANCE	STUDENTS WITHDRAWN	NEW MEMBERS	* CUMULATIVE ENROLLMENT
SEPTEMBER						
OCTOBER						
NOVEMBER						
DECEMBER						
JANUARY						
FEBRUARY						
MARCH						
APRIL						
MAY						
JUNE						
JULY						

MEMBERSHIP: Total number of individuals who since the beginning of the fiscal year have either received 12 hours or more program hours or have met their objective in less time.

* CUMULATIVE ENROLLMENT means everyone who has come into the classroom.

NAME _____

HIGHLIGHTS OF THE END OF THE YEAR REPORT
OR
WHAT TO KEEP TRACK OF DURING THE YEAR

1. Participants by population group, sex, age educational function level when entering the program and when completing the program.
2. Employed
3. Reasons for participation
4. Reasons for separation
5. Disabled
6. Public assistance
7. Passed the GED
8. Entered another education/training program
9. Gained employment
10. Obtained job advancement
11. Removed from public assistance
12. Registered to vote
13. Received U.S. citizenship
14. Volunteer hours
15. Students receiving 12 or more hours
16. Students receiving less hours, but completing their goals
17. Left school grade 0 - 4
18. Left school grade 5 - 8
19. Left school grade 9 - 12
20. Born in Ohio
21. Born in another state
22. Born in another country
23. Veterans
24. Total number of children residing in homes of ABE students

POTENTIAL CLASSROOM MANAGEMENT PROBLEMS

What will you do when a new student arrives in the middle of class?

How will you deal with students who come into class at many different levels?

What do you do with a disruptive student ... the student who sleeps ... the one who's drinking ... the one who's on drugs ... the student who smells?

How can you manage class time efficiently? For example, the start of class ... the middle ... the end?

How will you effectively plan your classes?

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

43266-0308

FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

E. ROGER TRENT, DIRECTOR
Division of Educational Services
Adult and Community Education Section
65 South Front Street
Room 811
(614) 466-5015

MEMORANDUM

April 1990

TO: Local Directors of Adult Basic Education and Others

FROM: James A. Bowling, Assistant Director, Division of Educational Services

SUBJECT: Referral of School-Aged Youth to Adult Basic Education (ABE) Programs

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The following information and guidelines are offered in order to assist local program staff and others to determine the eligibility, or ineligibility of school-aged referrals for service and activities supported by Adult Education Act funds.

Section 312 of the Adult Education Act (P.L. 100-297) defines the term "adult" as an individual who has attained 16 years of age or who is beyond the age of compulsory school attendance under state law. The term "adult education" is defined, for purposes of the Act, as instruction or services below the college level for adults:

1. Who are not enrolled in secondary school;
2. Who lack sufficient mastery of basic educational skills to enable them to function effectively in society;
3. Who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education;
4. Who are not currently required to be enrolled in school; and
5. Whose lack of mastery of basic skills results in an inability to speak, read, or write the English language which constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability.

In Ohio, children between six and eighteen years of age are of compulsory school age and are required to be enrolled in school (Section 3321.01 of the Revised Code). Since sixteen and seventeen year olds are subject to the compulsory school attendance law and are required to be enrolled in school, they are therefore ineligible for services and activities provided with Adult Education Act funds unless an acceptable statutory exception to compulsory school attendance is in effect and documented.

The only statutory exception to compulsory attendance which would allow the enrollment of sixteen or seventeen year olds in Adult Basic Education programs is full-time employment authorized by an Age and Schooling Certificate. Certificates are issued by the superintendent of the home district or their designee in accordance with Chapter 3331. of the Revised Code. Documentation of certificates is available from the district board of education office, the employer, or the individual youth, and should be verified prior to enrollment. This exception exists for as long as the student remains employed, as noted by the certificate.

ADDITIONAL INFORMATION

The following sections will provide information on ERIC, videotapes for the classroom, and GED Testing.

ERIC

ERIC -- The Educational Resources Information Center -- is a federally supported educational database that currently receives its funding from the Office of Educational Research and Improvement, U.S. Department of Education.

There are 26 clearing houses for Eric, one of which is in Columbus.

ERIC telephone number (614) 292-4353

DIGEST NO. 107

ERIC and the Adult Education Act 25 Years of Collaboration

by Susan Imel

1991

EDO-CE-91-107

In 1966, two events of significance for the field of adult education occurred: Congress approved the first adult education act in the Nation's history and the Educational Resources Information Center (ERIC) system was established. Although these were independent events, it was fortuitous that the passage of the Adult Education Act and the launching of a national education information network occurred during the same year. It meant that at the same time monies to support adult education research and delivery systems became available, there was a mechanism in place to collect and disseminate the results of these activities. This *ERIC Digest* highlights the 25-year collaboration between the Adult Education Act (AEA) and the ERIC system.

Brief descriptions of both the AEA and the ERIC system begin the *Digest*. Next, using ERIC to locate AEA-related resources is discussed. Information about making contact with appropriate ERIC components and the U.S. Department of Education's Division of Adult Education and Literacy concludes the *Digest*.

The Adult Education Act

The Adult Education Act is the major piece of federal legislation providing funding for adult education programs serving educationally disadvantaged adults. Currently administered by the U.S. Department of Education's Division of Adult Education and Literacy, this act distributes funds to the states for adult basic education programs offered in a variety of institutions--local education agencies, community colleges, community-based organizations, workplaces, and correctional institutions (Crandall and Imel 1991).

Although it has its origin in the Economic Opportunity Act of 1964, adult basic education was established as a distinctive program with the passage of the Adult Education Act of 1966 (Parker 1990). This historical piece of legislation established the authorization for the Adult Education program in the Office of Education, expanded the program to include adults with limited English proficiency, and authorized grants for special experimental demonstration projects and for teacher training. Since 1966, the AEA has been amended many times, most recently in 1988. These amendments have expanded the scope of the act to include adult school completion, a competency-based approach to assessment and programming, and workplace literacy programs (Division of Adult Education and Literacy [1990]). When reauthorized in 1991, it is expected that the Adult Education Act will provide greater support for and coordination of adult basic education and adult literacy initiatives at local and state levels (Crandall and Imel 1991).

The enlarged scope of the act has been accompanied by an increase in both enrollees and financial support. The number of persons served by the act has grown from a half million adults in 1968 to more than 3 million in 1988. Although the amount of federal funding for the act has increased--from $30.6 million in 1968 to $238.8 million in 1991--it has been the increase in state and local support--from $9.6 million in 1968 to $510.5 million in 1988--that is an indication of widespread support for the act and its purposes (Division of Adult Education and Literacy [1990]).

ERIC--The Educational Resources Information Center

ERIC--the Educational Resources Information Center--is a federally supported educational database that currently receives its funding from the Office of Educational Research and Improvement, U.S. Department of Education. Designed to put the results of educational research and development in the hands of researchers, practitioners, administrators, and policymakers, ERIC consists of a central unit in Washington, DC, and 16 clearinghouses located throughout the country, each focusing on a specific area of education.

Each clearinghouse is responsible for acquiring and processing information in its assigned area in order to build the ERIC database. The database, which can be accessed through printed index, by computer, or in CD-ROM format, consists of two types of literature. The first is the document literature, sometimes known as "fugitive material" since it would not be readily available unless selected and included in ERIC. Recently completed research reports, curriculum and instructional materials, teaching guides, descriptions and evaluations of exemplary programs, and other documents are examples of the types of materials that are announced in ERIC's monthly document index, *Resources in Education* (RIE). ERIC also includes journal literature. Each month articles from more than 700 education-related journals are annotated and included in *Current Index to Journals in Education* (CIJE).

In addition to building the database, ERIC Clearinghouses provide reference services to their client groups by answering questions, making referrals to other agencies, and providing searches of the ERIC database. They also develop and disseminate products--such as this *ERIC Digest*--that provide information on high-interest areas within education and that review and synthesize material in the database.

Using ERIC to Locate AEA-Related Resources

For the past 25 years, the ERIC system has been collecting and disseminating materials related to the Adult Education Act. These materials can be classified into two categories: those that are about the act and those that are results (i.e., curricula, project reports) of projects and research funded by the act. Each of these categories is described, including information on terms (ERIC descriptors or identifiers) to provide access to the materials.

Materials about the Act

Over the years, there have been a number of items written about the act itself. Some of these pieces are analyses of the act, some are evaluations, and some recommend changes in the legislation. The earliest ERIC report about the Adult Education Act is *Adult Basic Education. Program Summary* (Office of Education 1967) that provides a brief description of the federal adult basic education program for fiscal years 1965,

1966 and estimates for 1967. Other examples of materials in this category are *An Assessment of the State-Administered Program of the Adult Education Act. Final Report* (Young and others 1980), "The Adult Education Act: Issues and Perspectives on Reauthorization" (Taylor 1983), "State of the Art in Adult Basic Education" (Delker 1984), and *Promoting Innovation and Controversy in Adult Basic Education: Section 309 of the Adult Education Act* (Radwin 1984). Materials about the act can be retrieved using the identifier "Adult Education Act."

Information about Projects Funded under the Act

Reports and products produced by projects funded with AEA monies constitute most of the AEA-related information in ERIC. The majority of these resulted from special research and demonstration projects funded through Sections 309, 310, and, most recently, 353 of the act. Although there is a large collection of materials in this category, it is not complete because many reports were never submitted to ERIC and some that were did not meet the ERIC selection criteria. Unfortunately, it is not as easy to retrieve materials in this category from the database. Since 1983, projects funded under either Section 310 or Section 353 of the act have been cataloged with the identifiers "310 Project" or "353 Project." To retrieve materials prior to that, it is helpful to know the institution where the project was conducted or some other identifying information such as the name of the project director.

Catalogs of AEA-funded projects included in the ERIC database can be used to locate information about specific projects. Examples of these include *Clearinghouse ADELL's Catalog of Adult Education Projects, Fiscal Year 1978, funded under the Adult Education Act Sections 306 (A) (4) and 309 (1) and (2)* (Clearinghouse ADELL 1978); and *Catalog of Adult Education Projects, Fiscal Year 1982* (Office of Vocational and Adult Education 1982).

For Further Information

Further information about ERIC and AEA-related materials in the ERIC database can be acquired by contacting the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) 1900 Kenny Road, Columbus, OH 43210-1090 or the National Clearinghouse on Literacy Education (NCLE), Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. NCLE is an adjunct ERIC Clearinghouse that collects literacy materials for adults and out-of-school youth with limited-English proficiency. Both ERIC/ACVE and NCLE produce Digests and other free or low-cost materials on topics related to adult literacy and basic education.

Further information about the AEA can be obtained from the Division of Adult Education and Literacy (DAEL), Office of Vocational and Adult Education, USDE, 400 Maryland Avenue, SW, Washington, DC 20036.

Adult Education Act
Silver Anniversary
1966-1991
Toward A Literate America

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Taylor, P. C. "The Adult Education Act: Issues and Perspectives on Reauthorization." *Lifelong Learning* 7, no. 1 (September 1983): 10-11, 26-27.

Young and Others. *An Assessment of the State-Administered Program of the Adult Education Act. Final Report.* Arlington, VA: Development Associates, July 1980. (ERIC Document Reproduction Service No. ED 195 700).

Developed with funding from the Office of Educational Research and Improvement, U.S. Department of Education under Contract No. RI88062005. It is a joint project of the ERIC Clearinghouse on Adult, Career, and Vocational Education and the National Clearinghouse on Literacy Education in commemoration of the Adult Education Act Silver Anniversary. The opinions expressed in this report do not necessarily reflect the position or policies of OERI or the Department of Education. Digests are in the public domain and may be freely reproduced.

ERIC

NCLE

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY

TRENDS AND ISSUES ALERTS

ADULT LITERACY

During the 1980s, the United States experienced a resurgence of interest in adult literacy that is likely to continue through the 1990s. The factors that have led to renewed concern about adult literacy include a changing workplace requiring increased literacy, numeracy, and problem-solving skills; a recognition that new entrants to the work force are likely to be those who have not been served well by the educational system and therefore may lack the skills required by an increasingly complex work force; a concern for the nation's economic future and its ability to compete in a changing world market; and a dramatic increase in the number of immigrants and other adults for whom English is a second language, many of whom lack literacy skills in their own language (Crandall and Imel 1991).

The adult literacy education movement has engendered a number of issues that are surrounded by complex debates. Some of the current issues in the field of adult literacy education include the following (ibid.):

- **Definition.** Perhaps the most basic and pervasive issue confronting literacy education is the question of definition. What is literacy, what is the extent of illiteracy, and what should the national goals for literacy be?

- **Providers.** A diverse array of publicly and privately funded organizations provide adult literacy education. Although such diversity provides adults needing literacy training with a wide range of available services, it also makes it difficult to describe the system of adult literacy education in a coherent fashion.

- **Goals.** Concern about the nation's ability to maintain its competitiveness in a changing world market and an increasingly technological environment has exacerbated the debate about the goals and purposes of adult literacy education. The debate centers around whether adult literacy education should serve economic development goals or whether it should be an empowering process that takes into account adult learner social backgrounds, needs, and purposes.

- **Access and Equity.** Whether the goal of literacy programs is personal, community, work force, or national development, success depends on accessibility to and participation in education by the target population. Most adult educators are aware that those most in need of adult literacy programs and services are among the least served. Nonparticipation among certain groups of adults is an important social issue.

- **Approaches to Instruction.** An important question is who should determine the desired learner outcomes. Should the program follow external standards set by others or the internal standards people set for themselves? External standards may be viewed as minimal standards set by others; internal standards reflect individual decisions or hopes and ambitions concerning literacy.

This *Trends and Issues Alert* contains a number of resources that provide information about adult literacy. Included are print resources as well as organizations that can be contacted for further information.

Print Resources

Chisman, F. P. *Jump Start. The Federal Role in Adult Literacy.* Southport, CT: Southport Institute for Policy Analysis, January 1989. (ED 302 675).

The final report of the Project on Adult Literacy (an independent, nonpartisan research effort) makes recommendations about the role the federal government should plan in promoting adult literacy.

Chisman, F. P., and Associates. *Leadership for Literacy: The Agenda for the 1990s.* San Francisco: Jossey-Bass, 1990.

Based on the report, *Jump Start*, and its seven background papers, this book presents a leadership agenda for the 1990s, revealing the challenges and goals that must be met in order to provide effective policy for adult literacy.

Connections: A Journal of Adult Literacy. Volume 3. Spring 1989. Boston, MA: Adult Literacy Resource Institute; University of Massachusetts, 1989. (ED 310 289).

The 10 articles in this journal discuss issues of adult literacy/adult basic education from a variety of perspectives. Topics include whole language experience approach, language minority issues, unprepared students in higher education, and workplace education programs.

Crandall, J., and Imel, S. "Issues in Adult Literacy Education." *The ERIC Review* 1, no. 2, (March 1991): 2-8.

Brings a variety of perspectives to a review of eight current issues in adult literacy education including professionalization of the field, evaluation and assessment, goals of instruction, and access and equity.

Fingeret, H. A. "Who Are Illiterate Adults?" *Adult Learning* 1, no. 6 (April 1990): 27.

Describes how assumptions underlying adults with low-level skills have led to stereotypes that misrepresent their abilities.

Forlizzi, L. A. *Adult Literacy in the United States Today.* University Park: Institute for the Study of Adult Literacy, Pennsylvania State University, 1989. (ED 317 757).

Provides an overview of the status of adult literacy in the U. S. by pointing out that many citizens do not have literacy skills adequate to meet their needs and ambitions, highlights types of available literacy services and major providers, and addresses issues related to delivery of literacy services.

Hayes, E. R., and Snow, B. R. "The Ends and Means of Adult Literacy Education." *Lifelong Learning* 12, no. 8 (June 1989): 12-15, 18.

Compares and contrasts the goals and methods of community-oriented and individually oriented adult literacy programs to identify the ideological and methodological stances within each.

Imel, S. *Adult Literacy Issues: An Update. ERIC Digest no. 89.* Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1989. (ED 308 402).

Examines three issues in adult literacy education that emerged in the late 1980s: purpose and goals, professionalization of the field, and evaluation of adult literacy programs.

Kazemek, F. E. "Adult Literacy Education: Heading into the 1990s." *Adult Education Quarterly* 41, no. 1 (Fall 1990): 53-62.

Reviews five recent publications in adult literacy using Hunter and Harman's *Adult Illiteracy in the United States* as a yardstick, concluding that the literature still perpetuates unproductive literacy stereotypes and practices, despite strides in theory, research, and practice.

Kazemek, F. E. "Necessary Changes: Professional Involvement in Adult Literacy Programs." *Harvard Educational Review* 58, no. 4 (November 1988): 464-487.

Critiques demeaning attitudes toward adult literacy learners implicit in the practices of major literacy programs and examines underlying assumptions about the nature of literacy in light of recent studies.

Lytle, S. L., and Wolfe, M. *Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series no. 338.* Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1989. (ED 315 665).

Following a review of contrasting perspectives on adult literacy education, this paper reviews current literature on program evaluation and learner assessment, concluding with implications and future directions.

"Myth #11. The 'Feds' Are Readying a Campaign on Literacy." *The Literacy Beat*, 3, no. 2 (April-May 1989): 1-7. (ED 317 865).

Examines questions that have arisen regarding the federal role in literacy in the context of recent initiatives.

Newman, A. P., and Beverstock, C. *Adult Literacy: Contexts and Challenges.* Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills; Newark, DE: International Reading Association, 1990. (ED 321 251).

Reporting recent studies, this book discusses the history of the adult literacy movement, especially in the United States, and reports on scholarship, practice, and challenges confronting the movement.

Speaking Our Own Voice. Report of the Conference for Literacy Practitioners. Toronto, Ontario: Toronto Board of Education, 1988. (ED 317 746).

Report summarizes a day-long conference that addressed the many ways in which literacy education can become more inclusive of adult learners.

Spener, D. *The Freirean Approach to Adult Literacy Education.* NCLE Q&A. Washington, DC: National Clearinghouse on Literacy Education, Center for Applied Linguistics, April 1990. (ED 321 615).
Presents an overview of the Freirean approach to adult literacy education, which bases the content of language lessons on learners' cultures and personal experiences.

Venezky, R. L; Wagner, D. A.; and Ciliberti, B. S., eds. *Toward Defining Literacy.* Newark, DE: International Reading Association, 1990. (ED 313 677).

Contains short articles and responses addressing the interlocking nature of four issues: the definition of literacy, who controls literacy education, the purpose of literacy education, and the relationship between literacy and social and economic justice.

Wagner, D. A. *Literacy and Research: Past, Present and Future. Literacy Lessons.* Geneva, Switzerland: International Bureau of Education, 1990. (ED 321 042).

Reviews research in literacy, pointing out issues it has raised that are likely to investigated in the future.

Resource Organizations

American Association for Adult and Continuing Education, 1112 16th Street, NW, Washington, DC 20006 (202/463-6333).

American Library Association, Office of Library Outreach Services, 50 East Huron Street, Chicago, IL 60611 (312/944-6780, ext. 453).

Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC 20009 (202/462-6333).

Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020 (212/512-2415).

Clearinghouse on Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Mail Stop 7240, Room 44, Washington, DC 20202-7420 (202/732-2396).

ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800/848-4815 or 614/292-4353).

Laubach Literacy Action, 1320 Jamesville Avenue, Syracuse, NY 13210 (315/422-9121).

Literacy Network, Inc. 475 Cleveland Avenue N., Suite 211, St. Paul, MN 55104 (612/646-5070).

Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214 (315/445-8000).

National Clearinghouse on Literacy Education, 1118 22nd Street, NW, Washington, DC 20037 (202/429-9292).

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VIDEOTAPES

An additional resource that is available from the Ohio Department of Education. The telephone number is (614) 466-5015.

VIDEOTAPES

Available to ABE and other Adult Ed. funded projects for one month from the Ohio Dept. of Education, Ed. Services Division.

1. Title: Contemporary Publishers- Writing - 2 tapes
   Tape 1: How to Prepare for the Test/Writing Samples
   Tape 2: The Process of Writing: What works for teachers and students.

2. Title: New Readers Press - Family Reading
   One tape and one set of books. This tape gives learners practice on good reading strategies.

3. Title: First Things First, A PBS Documentary which examines the importance of reading in the lives of young children.

4. Title: The Journeyworkers- 1 set of five tapes focusing on reading strategies which literacy tutors can use with adult new readers.

5. Title: LVA Literacy Tutor Training, 1 set of 6 tapes which review the skill areas of literacy tutors can employ in teaching adults reading skills.

6. Title: Teacher to Teacher Tapes from New Readers Press - A series of 12 tapes with the following individual titles:

   1. Tape 1, Every Students has a Story: Developing a Community of Learners.
   2. Tape 2, Chapter 1, Page 1: Beginning Reading for Adults.
   3. Tape 3, The ABC's of ESL: Developing Literacy
   4. Tape 4, Listen, Ask and Answer: Enhancing Aural Ability and Oral Facility.
   5. Tape 5, Anatomy of a Lesson: Pacing and Structure in the Basic Education Classroom.
   6. Tape 6, From Real Life: Using Student Experiences in Reading and Writing.
   7. Tape 7, Teaching Reading Two Ways: The Tired and the True.
   8. Tape 8, Actively Interactive: Teaching Reading Comprehension Strategies.
   9. Tape 9, Love to Write: Creating an Environment for Writers.
   10. Tape 10, Sound, Form and Fluency: Refining Oral Skills.
   11. Tape 11, Speak Up/Speak Out: Strategies for Developing Oral Fluency.
   12. Tape 12, Taking Charge: Techniques for Developing Self-Directed Learners.

GED (GENERAL EDUCATIONAL DEVELOPMENT)

This is the information that should be given to any potential GED applicant.

Additional updated GED information is available by calling 1-800-334-6679.

Dr. David Fischer
State GED Administrator

GED INFORMATION

1. Who can take the GED test?

   Any resident of Ohio, 19 years of age and older, who does not have a high school diploma.

   If you are between ages 16 and 19 and your class has not graduated, permission can be obtained.

2. What is the Official Practice GED Test?

   This test predicts GED readiness. It takes approximately 4 1/2 hours. It covers all five test areas (Writing Skills, including an essay, Social Studies, Science, Literature and Math.) A score of 45 or better is necessary for a **"fee waiver"** form, which entitles the applicant to a one time **free GED test.**

3. How much does the test cost?

   If you pass the Practice Test, your teacher will give you an application to take the Official GED Test. Since December, 1989, the test fee is waived for those first timers who pass the Official Practice Test. For all others, the test fee is $30.

4. What steps do I follow for taking the test?

   A. Obtain an application from the instructor.

   B. Send a **notarized** form and **fee waiver** form (or a **$30 money order**) to Columbus for an authorization letter.

   C. You will receive an **authorization letter** from Columbus to take the test. The Test should be taken within 90 days.

   D. Call the GED Test Center for an **appointment.** (See the back of the GED application for closest Test Center.)

   E. You must bring **authorized picture identification** with you.

5. How long will I have to study before I'm ready to take the test?

   You will be given the Official Practice GED test when you are ready. After you have completed this, we can predict when you can take the actual GED Test.

6. Breakdown of GED Test

   A. **Writing Skills**
      1. Part I 75 minutes
         a. Word Usage 35%
         b. Sentence Structure 35%
         c. Punctuation & Capitalization 30%
         Total 100%
      2. Part II 45 minutes
         a. Essay 100%

   B. **Social Studies** 1 hour 25 minutes
      1. Economics 20%
      2. Geography 15%
      3. Political Science 20%
      4. History 25%
      5. Behavorial Science 20%
      Total 100%

   C. **Science** 1 hour 35 minutes
      1. Life Science 50%
      2. Physical Science 50%
      Total 100%

   D. **Reading Skills** 1 hour 5 minutes
      1. Popular Literature 50%
      2. Classical Literature 25%
      3. Commentary of Literature and the Arts 25%
      Total 100%

   E. **Math** 1 hour 30 minutes
      1. Arithmetic 50%
      2. Geometry 20%
      3. Algebra 30%
      Total 100%

Phone Numbers of Key Organizations

.	Ohio Dept. of Adult & Continuing Education	1-614-466-5015
2.	GED State Office	1-800-334-6679
3.	Even Start	1-614-466-4161
4.	ERIC	1-614-292-4353
5.	OAACE (Ohio & Adult Continuing Education)	1-614-891-5782
6.	AAACE (American Adult & Continuing Education)	1-202-463-6333
7.	OLN (Ohio Literacy Network)	1-614-486-7757
8.	LAU Center (ESL)	1-614-466-4109
9.	LVA (Literacy Volunteers of America)	1-212-925-3001
10.	NTO (New Teacher Orientation)	1-216-371-7138

TUTOR VOLUNTEER

Using tutor volunteers in the adult basic education programs can be extremely helpful for the instructor and very beneficial to the learners. Using the following guidelines for the tutors can eliminate any potential problems.

CODE OF ETHICS FOR VOLUNTEERS

The teacher must be recognized as the person in charge and the one to whom the adult learner owes his primary attention.

As a volunteer, keep confidences. Conduct yourself in a professional manner and please do not discuss a learner with anyone other than the teacher.

As a volunteer, be reliable and prompt. The staff depends on you.

As a volunteer, you will be a good example for the learners.

As a volunteer, be patient with adult learners and realize that you are there to help.

As a volunteer, help to widen the horizons of the students by being a concerned, helpful, friendly person.